

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex LIBRIS
UNIVERSITATIS
ALBERTAEANAE





Digitized by the Internet Archive
in 2022 with funding from
University of Alberta Libraries

<https://archive.org/details/Caunt1971>

THE UNIVERSITY OF ALBERTA

EVALUATION OF SUPERVISORY TRAINING: A
REVIEW OF THE LITERATURE AND EXPLORATORY STUDY

by



BRIAN J. H. CAUNT

A thesis entitled Evaluation of Supervisory Training: A Review of the Literature and Exploratory Study submitted by Brian J. H. Caunt in partial fulfillment of the requirements for the degree of Master of Business Administration.

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE
STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION

FACULTY OF BUSINESS ADMINISTRATION
AND COMMERCE

EDMONTON, ALBERTA
SPRING, 1971

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies for acceptance,
a thesis entitled Evaluation of Supervisory Training: A Review
of the Literature and Exploratory Study submitted by Brian J.H.
Caunt in partial fulfillment of the requirements for the degree
of Master of Business Administration.

ACKNOWLEDGMENTS

The writer wishes to express his appreciation to his wife, Mary, whose support and encouragement contributed to its completion.

During the course of the exploratory study, co-operation and assistance was given to the author by the Organization Development Division of the Government of Alberta. The Employee Development Officer was most helpful in making available certain of his office records which were pertinent to the exploratory study.

Dr. J. Douglas Muir and Dr. Albert N. B. Nedd, gave much valued counsel and assistance. Gratitude is also expressed to the committee member Dr. Bruce Wilkinson.

To all, the author wishes to express his sincere appreciation.

ABSTRACT

The principle objective of organizations in instituting training programs at the supervisory level is to improve organization performance by changing the attitudes and behaviors of the supervisors. The studies reviewed in this dissertation suggest that the extent to which the organization will attain these objectives will depend on a number of factors other than the design and content of the training program. A number of these factors were identified in the studies that evaluated the effectiveness of training programs. It was, for example, observed that training objectives can be more readily attained if the participants in the programs had a sense of security in their jobs, were satisfied with the progress they had made in the organization and were happy with the amount of authority and responsibility which their jobs afforded them. In addition to these more personal factors, other factors of a situational nature were shown to be determinants of the extent to which training programs met their objectives. For example, the organizational climate, as manifested by the policies and philosophies of top management, were shown to be related to the success of training programs. This is not surprising, as it is the attitudes and support of senior management that will, in part at least, determine whether behavior, skills and attitudes acquired during training persist after the trainees have left the training environment and are utilized in the actual performance of the job.

TABLE OF CONTENTS

CHAPTER	Page
I. THE PROBLEM AND IT'S SIGNIFICANCE	1
Purpose of Study	2
Overview of the Chapters	2
Scope and Limitation of Study	4
II. TRAINING OBJECTIVES AND EVALUATION CRITERIA	7
The Nature of Training Objectives	8
Procedures for Determining Training Objectives	8
Objectives that Define the Intentions, Expectations, and Procedures used to Bring About the Desired Change	12
Objectives that State the Topics, Concepts, or other Elements of Content to be Dealt with which in Turn will Effect the Desired Change	13
Objectives Stated in Terms of Expected Knowledge, Attitudinal, Skill, or Job Behavioral Change	16
Suggested Objective for Training Programs	20
III. SHORT RUN EFFECTS OF SUPERVISORY TRAINING	22
The Impact of Human Relations Training on Changing Leadership Behavior and Attitudes of Supervisors	23
The Need for Systematic Knowledge of What to Teach and How to Measure Outcomes	29
Summary	34

CHAPTER	Page
IV. TRAINING EFFECTS ON JOB AND ORGANIZATIONAL CHANGE	36
Factors Contributing to Improved Performance	37
The Effects of Training Upon the Productive Efficiency and Morale of the Organization	47
Summary	51
V. THE RELATIVE UTILITY OF VARIOUS FORMS OF SUPERVISORY TRAINING PROGRAMS	53
The Relative Utility of the Formal Lecture and Group Discussion Techniques	54
The Managerial Grid	60
Management Training Laboratories	61
Summary	63
Conclusions	65
VI. AN OVERALL EVALUATION OF THE CURRENT SITUATION	68
Organizational Factors Affecting the Outcome of Supervisory Training	68
Organization and Personal Dimensions of the Outcomes of Training Programs	72
Motivational Factors	76
Satisfaction with Situation	77
Perceived Support for the Programs	77
Relative Importance of Current Problem	77
Job Characteristics	77
Personal Characteristics	77
Summary	78

CHAPTER	Page
VII. CONCLUSION	82
Training and Organization Outcomes	83
BIBLIOGRAPHY	89
APPENDIX A	
A Preliminary Write Up of an Exploratory Study on the Effects of Supervisory Training	99

CHAPTER I

THE PROBLEM AND ITS SIGNIFICANCE

According to Buchanan¹ a serious problem facing any organization which undertakes a program for developing supervisors or managers is that of determining the effectiveness of the program. He feels that the purpose of evaluating a program is two-fold; first, it increases the likelihood that the training will contribute to improving the effectiveness of the organization; second, it facilitates the assessment of the differential effects of various phases of the program. Furthermore, Beckhard² observes that there is a lack of continuity and inter-relationship between human relations training efforts based in training laboratories or business schools and the subsequent training activity and action planning within an organization. Greenlaw³ concurs with Beckhard and feels that the apparent inability of training to effect changes in the organization may be due to the fact that the changed behavior is not supported by top management. Comments such as these suggest that there is a need for the discovery of techniques for demonstrating the effectiveness of training programs.

1. Paul C. Buchanan "A System for Evaluating Supervisory Development Programs," Personnel Journal, 31 (January, 1955), P. 335.

2. Richard Beckhard, "Organization Development: Strategies and Models", Reading, Massachusetts, Addison Wesley Publ. Co., 1969, P. 21.

3. Paul S. Greenlaw, "Management Development, A Systems View", Personnel Journal, 43 (April, 1964), P. 210.

PURPOSE OF STUDY

The purpose of this paper is to analyze the effectiveness of supervisory training programs by examining both short and longer range goals of the programs; determining the relative utility of various techniques for meeting the objectives of the program; and providing an overall evaluation of the current situation and suggesting approaches for the future.

Overview of the Chapters

Chapter I: In this chapter the reader is informed of the purposes of the study; and is given an overview of the topics covered by the succeeding chapters.

Chapter II: The purpose of this chapter is to consider the role of objectives in supervisory training. It summarizes the theoretical considerations that enter into the determination, formulation and specification of training objectives. In addition it examines the training objectives of studies discussed in this paper.

Chapter III: The purpose of this chapter is to analyze the effectiveness of training programs in attaining short range goals and examines the following issues: Are there immediately identifiable changes in the participants' attitude, skills, opinions, knowledge and leadership behavior which are directly attributable to exposure to and participation

in a training program?

Chapter IV: The purpose of this chapter is to analyze the effectiveness of training programs in attaining longer range goals and examines the following issues: Do the changes in knowledge, skills, attitudes, and behavior of individual participants, that result from the training, influence the manner in which they approach their job? What changes can be identified in the performance of part or all of the organization which can be related to the changed job behavior of organization members who had participated in a training program?

Chapter V: The purpose of this chapter is to analyze the relative utility of various techniques for meeting the objectives of training programs and examines the following issues: Is the lecture method or conference approach the more effective training technique for changing behavior, knowledge, skill level, or achievement level both in the short run and over longer periods? What are both advantages and disadvantages of the lecture method and the conference method (case studies, and role-playing) as techniques for changing behavior?

Chapter VI: The purpose of this chapter is to provide an overall evaluation of the current situation and a suggested approach for future research and examine several key issues and related problems which include the following: Will Supervisory Training using lectures and final examinations instead of the permissive conference method decrease absences and increase course completion; change perceptions and expectations of

the role of Management; develop problem-solving ability, and develop personal responsibility for self-development? Are training programs which provide for upper levels of management to be exposed to training before lower level supervisors sufficient to reconstitute leadership climate in an organization and bring about significant change in the supervisor's satisfaction? What pretraining characteristics of individual participants are significantly correlated with the change resulting from the training program? What are the personal characteristics and situational factors which might predict individual response to supervisory training programs?

Chapter VII: The purpose of this chapter is to link up the previous chapters to inform the reader of the major findings of the study.

Scope and Limitations of Study

There are two experimental designs particularly suitable for determining the effects of training. The first of these requires experimental and control groups, drawn from the same population either randomly or by matching. In this case the experimental group is given training and then both groups are then tested. A measure is thus obtained of the difference between groups, assuming that they were identical before the training began. Although this design has certain advantages, a review of the literature revealed that it has rarely been used for the evaluation of human relations training. The second design involves the before-and-after test of the control group as well. This provides a measure of the differences between the groups at all

stages of the experiment and is therefore more accurate than the other design. However, the difficulties inherent in giving both a pre- and post-test to both groups may detract from its utility.

For the most part, this analysis is concerned with investigations that used controlled experimental studies with an experimental group and a control group with pre-and post-tests on both groups. To a lesser extent several studies included in this review used only measures taken after training but not before, with a control group. In addition, a few studies reviewed in this study were concerned with evaluation of only the experimental group, utilizing before and after measures of the group. Studies dealing with employee training and executive development have not been considered in this study.

In order to be able to assess the value of training, it is clearly essential to decide at the outset what one is trying to achieve. In general terms, the purpose of human relations training is to enable the supervisor to carry out his supervisory function more effectively. Involved is a basic assumption that the sounder his relationships with superiors, equals and subordinates, the better will be his performance of his duties.

Training so oriented is concerned with restructuring the "attitude-knowledge-skill pattern" required for any job. What then are the attitudes, knowledge and skills learned in supervisory training? The writer's review of the literature suggests that these concepts have had the follow-

ing meaning for the proponents and organizers of training programs:

Attitudes

A survey of the reports on and evaluation of a number of training programs suggest that these training efforts were directed towards changing participants by developing in them a constructive, tolerant and co-operative attitude towards problems of human relationships; an attitude of awareness of cause-and-effect in human relationships and therefore a sense of responsibility for the quality of human relationship in the organization; and an attitude of identification with the firm as a social and functional unit.

Knowledge

Generally knowledge in this context refers to leadership and group relations and not technical knowledge.

Skills

As in the case of knowledge purely technical skills are excluded, instead the training programs were concerned with trying to help the supervisor understand his situation in the organization and the forces at work in it, and, to a lesser extent, the specific techniques and courses of action open to him.

CHAPTER II

TRAINING OBJECTIVES AND EVALUATION CRITERIA

In considering the role of objectives in supervisory training this chapter attempts to summarize theoretical considerations in determining, formulating and specifying supervisory training goals. Organizational objectives may be general or specific, they may concern the organization as a whole, a segment of it within a decentralized unit, or even a particular function such as production, sales or personnel.¹ For this reason every event in the life of the firm is perceived as being linked with the attainment of a series of objectives of varied and sometimes diverging nature. Supervisory training is such an event. The author's concern with supervisory training evaluations suggests that the training objectives should be stated as precisely as possible, with a view to quantifying results in terms of these goals and providing a sound basis for common discussion and thinking. Furthermore, as the common aim of the training is constituted by the convergence of different objectives, the problem for each one of them is not a problem of aiming at maximum success but at an optimum solution for all objectives.

1. John F. Mee, "The Essential Nature of Objectives," from Management Philosophy for Professional Executives," Business Horizons, Indiana University,(December, 1956), PP. 5-7.

Under these conditions, it is evident that the evaluation criterion may be the training objective.

The Nature of Training Objectives

In general, objectives are, therefore, the goals toward which training and development efforts are to be directed. As such, they describe the proposed changes which will result in increased personal efficiency and growth and more effective organizational operation. These training objectives become the criteria by which (1) materials will be selected, (2) content is outlined, (3) instructional procedures are developed, and (4) evaluation standards are developed.² In the final analysis training has an objective only to the extent that there is at least a minimum amount of agreement among management personnel.

For this reason the problem of preparing for training consists of showing top management that in the situation at hand these objectives can be furthered by a specific kind of training activity which may make it possible to speak of a general objective whose value may vary according to individual interest. It is essential that this point be clarified if supervisory training is to succeed.

Procedures for Determining Training Objectives

Adequate information for determining training objectives may be

2. Ralph W. Tyler, "Basic Principles of Curriculum and Instruction," (Chicago, Ill.: The University of Chicago, 1950), P. 3.

obtained from several sources and involves: consulting line managers, and employees; observing employees and their work; and studying production and other management data.³ However, Buchanan and Brunstetter⁴ have stressed that in many cases goals have been established on the basis of theory without the analysis of the specific organization needs. McGehee and Thayer⁵ have suggested that training in organizations is not an end but a means to an end and exists only to help achieve organizational goals and objectives.

Therefore to determine training objectives it must be ascertained if performance is substandard and training needed. Second, an assessment must be made as to whether supervisors are capable of being trained in the specific areas which could require such training. Third, it must be decided whether current supervisors with substandard performance can improve their work with appropriate training or should be transferred to other positions. Several writers concerned with this question have emphasized that training efforts must start at the top of the organization and that changes in supervisors must be compatible

3. U.S. Civil Service Commission, "Assessing and Reporting Training Needs and Progress", (Personnel Methods Series No. 3; Washington, D.C." U.S. Government Printing Office, 1961), PP. 7-9.

4. P.C. Buchanan and P.H. Brunstetter, "A Research Approach to Management Improvement", The American Society of Training Directors, 13, 1 (January, 1959), PP. 9-18.

5. William McGehee and Paul W. Thayer, "Training in Business and Industry", (New York: John Wiley and Sons, Inc., 1961), PP. 24-26.

with and supported by the supervisor's superior.⁶ Also factors such as availability of training staff, physical facilities, budget for training aids and materials have an impact on program plans and the feasibility of objectives.⁷

For this reason careful interpretation by the training director may be needed to arrive at feasible and appropriate objectives which take into account the preceding variables. In addition the participant's needs for change may change as training progresses. Therefore it may not be adequate to base a training program only on needs perceived prior to training;⁸ instead objectives may need to be revised as training progresses.

Specification of Objectives

According to Dunnette and Kirchner⁹ specification of organizational goals and the correlated task requirements is crucial to the determination of the content of training. While specifying the desired

6. Robert J. House and Henry Tosi, "An Experimental Evaluation of a Management Training Program," Journal of the Academy of Management, 6 (1963), PP. 303-315.

7. Frank A. DePhillips, W.M. Berliner, and James J. Cribbin, "Management of Training Programs," (Homewood, Ill.: Richard D. Irwin, Inc., 1960), P.99, PP.281-283.

8. Adult Education Association, "Training in Human Relations," (Leadership Pamphlet No. 16; Washington, D.C., A.E.A. of the U.S. A., 1959), PP. 27-33., In E.A. Prieve and D.A. Wentorf, "Training Objectives Philosophy or Practice," Personnel Journal, 49, 3 (March, 1970), P. 237.

9. M.V. Dunnette and W.K. Kirchner, Psychology Applied to Industry (New York: Appleton-Century-Crofts, 1965), P. 59.

terminal behavior is not too difficult when dealing with readily observable behavior, the formulation of a training objective becomes more difficult if the desired behavior involves unobservable thought processes. To measure attainment with cognitive objectives, assumptions must be made from observable behavior.¹⁰ The goal in this case is the modification of the supervisor's behavior, supervisors being defined as those persons who have direct control over production.

Program objectives for the purposes of this study will be categorized into three broad types which will include the following: (a) those that define the intentions, expectations, and procedures used to bring about the desired change; (b) those that state the topics, concepts, or other elements of content to be dealt with which in turn will effect the desired change; and (c) those that are stated in terms of expected knowledge, attitudinal, skill, or job behavior change.

The specific objectives of the third category generally conform to one or several of the following areas:

- (1) knowledge -- describing the responses the participants should make in reply to request for information taught in the program;
- (2) attitudes -- the resulting beliefs, convictions and emotional responses which are expected of the participants;
- (3) skills -- actual behavior the participants can exhibit under learning conditions;

10. J.F. Foster, "Classification of Cognitive Educational Objectives," Training Directors Journal, 19, 7 (July, 1965), PP. 38-39.

- (4) job performance -- desired responses to actual job situations and problems; and
- (5) operational results -- desired changes in productivity.

In the examples that follow there may in some instance be an overlap in categories particularly in several cases where evaluation studies reviewed did not have clearly defined or implied goals.

Objectives that define the intentions, expectations, and procedures used to bring about the desired change: Several examples of programs which fall into this category includes studies conducted by Katzell, House, and Buchanan.¹¹ The objective of Katzell's¹² study was to develop in experienced supervisors a comprehension of sound principles of human nature and interpersonal relations which would lead to greater effectiveness in supervision of subordinates and in dealings with superiors and coordinates. According to House¹³ one of the major problems confronting the training specialist is a lack of management enthusiasm for in-plant training programs. To cope with

11. Raymond A. Katzell, "Testing a Training Program in Human Relations," Personnel Psychology, 1 (1948), PP. 319-329. Robert J. House, "An Experiment in the Use of Management Training Standards," Academy of Management Journal, 5 (April, 1962), PP. 76-81. Paul C. Buchanan, "Evaluating the Results of Supervisory Training," Personnel, 33, 4, (January, 1957), PP. 362-370.

12. Katzell, Op. Cit., PP. 320-321.

13. House, Op. Cit., PP. 76-78.

this problem he evaluated a new training program consisting of more authoritative teaching, tighter attendance requirements, final examinations and more compact course scheduling. The objective of these changes was to present a challenge to the trainees, and thus to stimulate enthusiasm and increase motivation for training.

Buchanan¹⁴, on the other hand, evaluated a program whose stated objective was defined as follows: To provide participants an opportunity to improve their performance as supervisors and to increase the satisfaction and challenge they get from such performance by (a) increasing their appreciation of the job of supervision; (b) increasing their understanding of the station, its mission, and its procedures; and (c) increasing their skills in handling problems encountered on the job.

Objectives that state the topics, concepts, or other elements of content to be dealt with which in turn will effect the desired change:
A number of authors including Goodacre, Jarrell and Frigiola, Levine

14. Buchanan, Op. Cit., P. 363.

and Butler, DiVesta, Mahoney, Jerdee and Korman, and Lasagna¹⁵ could be included in this category. Goodacre¹⁶ for example listed the following topics in his evaluation which consisted of understanding human behavior, decision-making, employee selection, employee progress, and job evaluation. Jarrell and Frigiola¹⁷ evaluated a program developed to promote two kinds of learning. The first kind concerned content and included subjects such as communications, managerial behavior, economics of the firm, production planning and control, and administrative skills. The second kind of learning concerned process and was devoted to laboratory training. The initial emphasis was on group-building and establishing norms of trust, openness, and helpful feedback. Once

15. Daniel M. Goodacre, "The Experimental Evaluation of Management Training: Principles and Practice," Personnel, 33, 6 (May, 1957), PP. 534-538., D. Jarrell and J. Frigiola, "The Role of Training in Supervisory Development," Management of Personnel Quarterly, 9, 2 (Summer, 1970), PP. 11-14., J. Levine and J. Butler, "Lecture vs Group Decision in Changing Behavior," Journal of Applied Psychology, 36 (1952), PP. 29-33., F.J. DiVesta, "Instructor-Centered and Student-Centered Approaches in Teaching a Human Relations Course," Journal of Applied Psychology, 38 (1954), PP. 329-335., T.A. Mahoney, T.H. Jerdee, and A. Korman, "An Experimental Evaluation of Management Development," Personnel Psychology, 13 (1960), PP. 81-98., J.B. Lasagna, "Case Study in Supervisory Training," Training and Development Journal, 21, 1 (January, 1967), PP. 29-27.

16. Goodacre, Op. Cit., P. 537.

17. Jarrell and Frigiola, Op. Cit., P. 13.

cohesiveness and the facility for process observation had developed, achievement motivation was introduced. The objective of the Levine and Butler¹⁸ study was to help supervisors perceive that their task in rating each worker was to consider only how well he did his job and not how difficult the job was. In essence the aim of the study was to determine which was the more effective method of achieving this change in behavior of the rating supervisors, group discussion, or the formal lecture.

Compared with the foregoing studies Mahoney, Jerdee and Korman¹⁹ evaluated a program which had several objectives. The first objective was to develop knowledge and understanding of the principles of management concerning the planning, organizing and controlling functions of the manager's job. The second objective was to develop ability to apply a special analytical approach to the solution of managerial problems. The last objective was to develop an increased appreciation and sense of personal responsibility for self-development. The overall objective of this program was to seek improved performance of the organization through improved development and performance of the individual managers. Similarly, the objective of Lasagna's²⁰ study was to encourage more self-learning and development by encour-

18. Levine and Butler, Op. Cit., P. 30.

19. Mahoney, Jerdee and Korman, Op. Cit., P. 87.

20. Lasagna, Op. Cit., P. 21.

aging the participants to participate in their own development and by "forcing" them to make management decisions. The objective of a comprehensive study by House and Tosi²¹ was to precondition climate in a large organization by subjecting the top levels of management to training before training subordinate groups in order to have the top level groups actively support the training and reinforce it by their own example and operational practices.

Objectives stated in terms of expected knowledge, attitudinal, skill, or job behavioral change: Examples of programs which fall into this category would include studies investigated by Harris and Fleishman, Canter, Abbatiello, Miner,²² Spector, Sykes, Carroll and

21. House and Tosi, Op. Cit., PP. 304-305.

22. E.F. Harris and E.A. Fleishman, "Human Relations Training and the Stability of Leadership Patterns," Journal of Applied Psychology, 39 (1955), PP. 20-25., R.R. Canter, "An Experimental Study of a Human Relations Training Program," Journal of Applied Psychology, 35 (February, 1951), PP. 38-45., A.A. Abbatiello, "An Objective Evaluation of Attitude Change in Training," Training and Development Journal, 21, 10 (October, 1967), PP. 23-34., J.B. Miner, "The Effects of a Course in Psychology on the Attitudes of Research and Development Supervisors," Journal of Applied Psychology, 44 (1960), PP. 224-231.

Nash, Bird, Stroud, and Speroff.²³ Harris and Fleishman²⁴ suggest that human relations training must be viewed as attempts to modify or "improve" the behavior of superiors in dealing with their groups in their everyday working relationships. On the other hand the objectives of the program evaluated by Canter²⁵ were to develop and present to a group of supervisors a course of systematic generalizations and principles covering a portion of the area of human relations; and to attempt to evaluate the course by measuring certain dimensions of supervisory behavior which were thought to be amenable to change through the influence of the course. In a somewhat

23. A.J. Spector, "Changes in Human Relations Attitudes," Journal of Applied Psychology, 42, 3 (1958), 154-157., A.J.M. Sykes, "The Effects of a Supervisory Training Course in Changing Supervisor's Perceptions and Expectations of the Role of Management," Human Relations, 15 (August, 1962), PP. 227-243., S.J. Carroll and A.N. Nash, "Some Personal and Situational Correlates of Reactions to Management Development Training," Academy of Management Journal, 13, 2 (June, 1970), PP. 187-195., M. Bird, "Changes in Work Behavior Following Supervisory Training," The Journal of Management Studies, 6, 3 (October, 1969), PP. 331-345., P.V. Stroud, "Evaluating a Human Relations Training Program," Personnel, 36, 6 (November-December, 1959), PP. 52-60., B.J. Speroff and A.K. Heydrick, "Union-Management Reactions to Human Relations Training," Personnel Journal, 34, 8 (January, 1956), PP. 292-294.

24. Harris and Fleishman, Op. Cit., P. 20.

25. Canter, Op. Cit., P. 38.

similar manner the objective of Abbatielo's²⁶ study was to determine whether changes in attitude occurred as a result of participation in a training program designed for the development of supervisors. Miner's²⁷ study attempts to explain the sources of anxiety inherent in the supervisor's role. It was anticipated that a course in psychology dealing with various facets of supervision might serve to foster a more favorable attitude toward supervisory work. Similarly Spector's²⁸ study stressed attitudinal, rather than cognitive changes in the trainees as a function of new information acquired in lectures, insights gained by role-playing related to human relations problems, and integration of ideas through group discussions.

The objective of a program evaluated by Sykes²⁹ was to change the supervisor's perceptions of the role of the senior management and their expectations of the role performance of senior managers. The second objective of the program was to bring about changes in the attitudes and behavior of management that would bring them into conformity with the supervisor's expectations. Compared with several of the foregoing studies the objective of the study by Carroll and Nash³⁰ was

26. Abbatielo, Op. Cit., P. 24.

27. Miner, Op. Cit., P. 224.

28. Spector, Op. Cit., P. 154.

29. Sykes, Op. Cit., P. 230.

30. Carroll and Nash, Op. Cit., P. 189.

to identify differences in participant characteristics and situations to differences in reactions to management training. In essence the purpose of this study was to evaluate the effectiveness of the human relations aspects of management training as reflected in the behavior of supervisors in the job environment. A variation of the foregoing studies by Bird³¹ had two objectives. The initial objective of this study was to discover if behavioral changes followed from supervisory training. The second objective was to try to define the nature of some of the factors which can influence the effectiveness of training. The objectives of Stroud's³² study like several of the preceding discussed was designed to help the supervisor develop a better understanding of himself and how he relates to others, and to improve his ability to diagnose situations involving human behavior. Similarly Speroff and Heydrick³³ investigated a program that had three objectives:

- (1) To provide a comprehensive knowledge of the essentials of understanding people behavior, including the influence of attitude, motivation and individual differences.
-

31. Bird, Op. Cit., P. 332.

32. Stroud, Op. Cit., PP. 52-53.

33. Speroff and Heydrick, Op. Cit., P. 292.

- (2) To provide a practical acquaintance with the skills and methods employed gaining such an understanding of the behavior of others by means of fact finding, role playing, and buzz groups.
- (3) To provide the proper climate for attitude formation and change in keeping with: (a) subscribing to and abiding by human relations principles, and (b) gaining insight and understanding of the actions of others as well as oneself.

The objectives of the Blake-Mouton³⁴ training program are similar to the objectives of the foregoing programs insofar as it aids managers to become more effective in their own work. In this sense it and the preceding programs are less training programs than programs for increasing the individual's development and involvement in their work. In this respect the most important function to be performed in any training program is to encourage a desire on the part of the individual to grow. Similarly, the two important areas for individual growth are development of integrated thinking and maturing experience or behavior change.³⁵

Suggested Objective for Training Programs

The following set of objectives suggests goals for a supervisory training program intended to make maximum contribution to organizational

34. R.R. Blake et al., "Breakthrough in Organization Development," Harvard Business Review, 42 (1964), PP. 133-155.

35. L.E. Greiner, "Patterns of Organization Change," Harvard Business Review, 45 (May-June, 1967), PP. 119-130.

performance.

1. Facilitate development of an organizational climate which supports:

- (a) Maximum utilization of employee capabilities.
- (b) Consistency of actions and policies (the reward system).
- (c) Clarity of role responsibilities.
- (d) Clearly understood and continuously tested goals.
- (e) Maximum use of feedback in the decision-making process.
- (f) High standards, and a "can-do" attitude.

2. Facilitate the development of people's:

- (a) Perceptiveness of social situations and processes.
- (b) Skill and creativeness in problem-solving.
- (c) Flexibility of behavior.³⁶

36. Paul C. Buchanan and Philip H. Brunstetter, "A Research Approach to Management Improvement," American Society of Training Directors, 13, 1 (January, 1959), P. 10.

CHAPTER III

SHORT RUN EFFECTS OF SUPERVISORY TRAINING

Industrial organizations are becoming more deeply concerned with the interpersonal relations of their members. They seem increasingly anxious to reduce conflict and to promote harmonious working relationships. They are searching for policies and programs which can be used to promote greater job satisfaction. Evidence of this can be seen in recent business and industrial literature which has given considerable emphasis to problems of human relations. Other evidence can be seen in the increasing number of training programs which have been instituted in various organizations. These organizations want their supervisors to understand and be able to use techniques which will develop and sustain mutually satisfying human relationships in the industrial situation.

The crucial role of attitudes, knowledge, and leadership behavior in this complex area of human relations has been recognized by authors on the subject, however, significant empirical research in this area has been a fairly recent development.

This chapter presents a summary of research that has been undertaken to identify change effects directly attributable to training programs that might affect the supervisor in his role in the organization. It is concerned with a question that has engaged the attention of a number of students in this field. This question may be stated as

follows: Are there any immediately identifiable changes in the participants' attitudes, skills, opinions, knowledge and leadership behavior which occur as a result of exposure to and participation in a training program?¹

The Impact of Human Relations Training on Changing Leadership Behavior and Attitudes of Supervisors

Numerous studies were concerned with identifying change in trainees as a result of supervisory training. These include a series of studies by Fleishman, Fleishman and Harris, and Fleishman, Harris and Burtt² who examined the effects of human relations training on

1. For examples of studies concerned with this issue see Clyde E. Blocker, "Evaluation of a Human Relations Training Course", Journal of the American Society of Training Directors, 9, 3 (1955), PP. 7-8 and P. 46., A.H. Brayfield and W.H. Crockett, "Employee Attitudes and Employee Performance," Psychological Bulletin, 52 (1955), PP. 396-424., Also see Ralph R. Carter, "A Human Relations Training Program," Journal of Applied Psychology, 35 (1951), PP. 38-45., Peter F.C. Castle, "The Evaluation of Human Relations Training for Supervisors," Occupational Psychology, 26 (1952), PP. 191-205., John J. Hayes, "Results of Training Supervisors in Democratic Concepts of Leadership," Journal of the American Society of Training Directors, 10, 1 (1956), PP. 24-27., Antoine Papaloizos, "Personality and Success of Training in Human Relations," Personnel Psychology, 15 (1962), PP. 423-428.

2. These studies were carried out at the Personnel Research Board, The Ohio State University with the cooperation of the International Harvester Company., Edwin A. Fleishman, "Leadership Climate, Human Relations Training, and Supervisory Behavior," Personnel Psychology, 6 (1953), PP. 205-222., E. Fleishman, "The Measurement of Leadership Attitudes in Industry," Journal of Applied Psychology, 37 (1953), PP. 153-158., E.F. Harris and E.A. Fleishman "Human Relations Training and the Stability of Leadership Patterns," Journal of Applied Psychology, 39 (1955), PP. 20-25., E.A. Fleishman, E.F. Harris and H.E. Burtt, "Leadership and Supervision in Industry," In Sutermeister, People and Productivity, McGraw-Hill Book Co. New York, (1963), PP. 410-425.

leadership behavior and attitudes in plant situations several months after the supervisors had returned from training. The primary instruments used in these studies were The Supervisory Behavior Description Questionnaire scored on two independent dimensions called "Consideration" and "Initiating Structure" and the Leadership Opinion Questionnaire filled out by the supervisor himself and reflecting the supervisor's own attitudes about how work groups should be led. "Consideration" concerned the human relations aspects of leadership and "Initiating Structure" related to the task oriented aspects of work. In his early investigation Fleishman³ found that the differences between supervisors trained and supervisors not trained in leadership styles and behavior were not significant when evaluated in terms of their on-the-job behavior. A subsequent study by Fleishman⁴ found that initiation of "Structure" and "Consideration" represented distinct and characteristic ways of supervising. Supervisors with high "Initiating Structure" favored assigning people in the work group to particular tasks, criticizing poor work, and emphasizing the meeting of deadlines. A supervisor with a high "Consideration" score emphasized getting the approval of the work group on important matters before going ahead.

In another study at International Harvester, Fleishman⁵ discov-

3. Fleishman, Op. Cit., PP. 205-222.

4. Fleishman, "The Measurement of Leadership Attitudes in Industry," Op. Cit., PP. 153-158.

5. Fleishman, Op. Cit., PP. 205-222.

ered that the leadership climate in which a supervisor himself worked was related to his own supervisory style. Supervisors who operated under more considerate "climates" described themselves as more considerate. A more considerate climate was one where the supervisor believed he had more considerate superiors and the superiors wanted their supervisors to be more considerate. Furthermore, Fleishman⁶ found that labor grievances were lower where the supervisor's superior expected supervisors to be considerate, where supervisors were described by their superiors as being considerate, and, to a lesser extent, where the supervisors perceived that their superiors expected them to be considerate.

In a similar study using the same instruments, Harris and Fleishman⁷ not only investigated leadership behavior and attitude change, but also examined the effects of a refresher human relations training course on the behavior and attitudes of supervisors. This extension of the previous research generally confirmed their findings that change was not significant after training, and that no significant changes in leadership behavior and attitudes occurred within an eleven month interval. The authors concluded that training conducted in isolation from the job environment falls short of its objective. As a result, the supervisors learned two sets of attitudes, one for the training program and one for the job situation. These results are consis-

6. B.M. Bass, "Leadership Opinions as Forecasts of Supervisory Success," The Journal of Applied Psychology, 40, 5 (1956), PP. 345-346.

7. Harris and Fleishman, Op. Cit., PP. 20-25.

tent with previous job studies which showed that wide individual differences existed among supervisors in the leadership attitudes they hold after training.

The above studies demonstrate that when the worker ratings of their foreman on the Leader Behavior Description questionnaire were compared it was not in the hypothesized direction. The experimental group scored lower than the control group on "Consideration". The reported behavior of the control group indicated a higher degree of two-way communication, mutual trust, warmth between the leader and his group, and participation in decisions by the group when compared with that of the experimental group. When the mean scores of the experimental group were compared the results emerged negative, but the control group changed. There was a decrease in "Initiating Structure" measured by the Leadership Behavior Description Questionnaire. Since no comparable change occurred in the experimental group this suggests that the course may have had the effect of counteractive environmentally produced changes. There was no reliable difference between the post test scores for the two groups. However, evidence obtained from comparisons involving the correlations between pre and post test scores in the two groups provides somewhat more positive evidence that the course did have an impact. All four indexes yielded considerably lower correlations in the experimental than in the control group. The reduction amounted to .23 with the largest drop from .53 to .25 on the "Initiating Structure" scale, (items dealing with tasks, productive goals, defining channels of communication, and job performance). Similarly the course changed a number of participants,

but the changes did not follow any consistent pattern. Finally, the before-after coefficient derived from the Leadership Behavior Description range from .46 to .58 suggests some lack of stability. It is not clear whether this factor would nullify any positive results that might have been obtained from the comparison of mean scores.

The findings of the foregoing studies and the later investigations by Fleishman, Harris, and Burtt⁸ have a bearing on training in general, and on human relations training in particular. They suggest the following:

- 1) Evaluation immediately after training shows positive change in attitudes and leadership behavior of the trainees. Furthermore, if the material of the course is related to the job situation, then the results indicate how the trainees will react in the job environment.
- 2) The immediate and long term effects of training are not necessarily the same, since in the above studies the supervisors knew the answers immediately after the course but they did not carry out what they had learned when they got back to the plant.
- 3) Generally training conducted in isolation from the practical

8. Fleishman, Harris, and Burtt, Op. Cit., PP. 410-425.

situation falls short of its objectives. Therefore, it is necessary to consider the work situation in which a supervisor is going to operate when designing the course, otherwise the supervisors learn two sets of attitudes, one for the training situation, and one for the job environment.

In sum, these studies suggest that it is not feasible to pull supervisors out of the work setting, teach them some ideas, and then return them to the work setting and assume they will change their behavior. The training must also influence the leadership attitudes at the top, so that favorable "leadership climate" will develop and spread down to the first-line supervisors. The powerful influence of "leadership climate" on the effectiveness of training indicates that leadership behavior is not a thing apart but is embedded in a social setting. In these studies it was very clear that the kind of leadership top management rated most proficient was very different from the training department's concept. The studies also suggest that the often stated proposal that good morale leads directly to increased efficiency needs to be qualified somewhat, since it appears that the kind of leader the subordinates approve of is not necessarily the one who is most proficient in getting results. Overall these studies determined some of the long-range effects of training, the importance of leadership climate, and the comparative effectiveness of the different leadership dimensions; however, they did not determine what policy should be carried out with reference to lower levels of supervision.

The Need for Systematic Knowledge of What to Teach and How to Measure Outcomes

Whereas the former studies were primarily concerned with leadership behavior and attitude change, Canter, in one study, and Guetzkow, Forehand and James⁹, in another, investigated the need for systematic knowledge of what to teach and how to measure outcomes. Their investigation involved training consisting of lectures and group discussions with tests administered before and after training to an experimental group and a control group of eighteen supervisors similar in age and education. This pre and post measure consisted of several questionnaires designed to determine the attitudes, approaches, techniques and general orientation toward understanding of human behavior and human relations problems. The measures and tests indicated that trainees after training revealed understanding and insight into employee behavior and greater accuracy and less bias in judging opinions held by employees.¹⁰ The authors of the Canter study concluded that it indicated the need for further studies to measure the change in organizational communication resulting from human relations training. While these studies indicated that the participants in the training programs had acquired some increase in knowledge, the research designs

9. R.R. Canter, "A Human Relations Training Program," Journal of Applied Psychology, 35 (1951), PP. 38-45., H. Guetzkow, G.A. Forehand and B.J. James, "An Evaluation of Educational Influence on Administrative Judgment," Administrative Science Quarterly, 6 (1962), PP. 483-500.

10. Canter, Op. Cit., PP. 39-40.

did not include a follow-up test to ascertain to what extent the changes involved had been maintained with the passage of time. In addition predictive studies were not carried out and there is no evidence regarding the relationship between performance of participants in tests related to the study and their job performance.

Some students of this problem argue that evaluation should not cover the complete training program but that only a specific part of the program should be studied. These researchers limited their studies to uncovering the immediate effects of the training and examining for example, the changes in attitudes, behavior and opinions on the part of the trainees immediately after completion of the training program. An example of this type of approach is the work of Jarrell et. al., and that of Abbatiello¹¹ who restricted their studies to examining attitudinal and behavior change.

Jarrell and Frigiola¹² examined a program developed to promote managerial behavior and achievement with emphasis placed on encouraging an increasing interaction with and among trainees using a training laboratory. Since both job environment and job content differed among group members, training was concentrated on elements that would be universally applicable, such as the ability to deal with others and

11. D. Jarrell and J. Frigiola, "The Role of Training in Supervisory Development," Management of Personnel Quarterly, 9, 2 (Summer, 1970), PP. 11-14., A.A. Abbatiello, "An Objective Evaluation of Attitude Change in Training," Training and Development Journal, 21, 10 (October, 1967), PP. 23-34.

12. Jarrell and Frigiola, Op. Cit., PP. 11-14.

self-improvement. The authors found that the training was successful in causing individual trainees to want to change and in developing skills needed to negotiate change in the employing organization; furthermore the written tests demonstrated that most companies participating in the training reported extensive change in behavior. Only one company reported that the program had no effect on trainee behavior. It was concluded that the program served as an effective change strategy for the organizations involved. The study by Abbatiello¹³ investigated whether changes in attitudes occur as a result of training programs. The instrument he used for measuring the change was a word association test of a semi-structured nature which attempts to measure the "meaning" underlying an appreciation of a concept in relation to secondary attributes. This Semantic Differential measure was administered to 41 supervisors in three program groups on two successive occasions - the first day following their introduction to the program and the seventeenth day concluding the program. It was found that the participant's attitude toward the program content did change during the course of the program and it was concluded that the learning changes were dependent upon the training methods used in the program.

13. Abbatiello, Op. Cit., PP. 23-34.

Another set of studies conducted by Katzell, Goodacre and Schein¹⁴ were in many ways quite similar to those just described. These studies investigated the effects of human relations training on attitude and opinion change. For example Katzell¹⁵ evaluated a training program designed to improve understanding of human relations on the part of a group of experienced supervisors attached to two divisions of a large railroad. The program consisted of a series of conferences which employed the discussion technique. A questionnaire was administered toward the beginning and end of the program which measured attitudes toward supervisory principles and practices. The author found that as a result of the training program, the judgments of trainees on supervisory practices and principles changed so that they became more like those of a group of personnel and training specialists. Katzell concluded that the training program was most effective for supervisors who had opinions most different from those of the trainers to begin with, who were not highly experienced, and who were relatively intelligent.

Goodacre¹⁶ replicated the Katzell study at B.F. Goodrich Company.

14. R.A. Katzell "Testing a Training Program in Human Relations," Personnel Psychology, 1 (1948), PP. 319-329., D.M. Goodacre, "The Experimental Evaluation of Management Training: Principles and Practice," Personnel, 33 (1957), PP. 534-538., E.H. Schein, "Attitude Change During Management Education," Administrative Science Quarterly, 11 (1966), PP. 601-628.

15. Katzell, Op. Cit., PP. 319-329.

16. Goodacre, Op. Cit., PP. 534-538.

His study examined the extent to which changes in the participants, if any, corresponded to that which the program had been designed to accomplish. The trainees were divided into two groups of 400 each, one group served as the experimental group and the other as the control group. He found no significant improvement in the attitudes of the trained group, however, significant improvement was found in the knowledge of the participants. It was therefore concluded that design and content of the training program should reflect the changes which the program intends to accomplish in the participants.

Form and Form¹⁷ conducted a study in a large automotive and truck parts company to determine whether changes in work leadership behaviors were related to participation in a training program. The announced purpose of the program was to prepare participants for promotion in relation to the anticipated expansion of the plant. The response to the program was greater than anticipated. Management endeavored to capitalize on this by changing its objective for the program from training to indoctrination with the result that the effects of the program were contrary to those originally expected. There was a deterioration of human relations within the firm and the emergence of negative attitudes on the part of the trainees and the

17. W.H. Form and A.L. Form "Unanticipated Results of a Foreman Training Program," Personnel Journal, 32, 6 (November, 1953), PP. 207-212.

entire staff toward the organization. It was found that management overplayed the importance of the program and that the program itself was poor in conception, substance and execution.

Summary

This analysis of the effectiveness of training programs in attaining short range goals seems to support certain generalizations concerning attitude and behavior change and the acquiring of knowledge as a result of participation in training programs.

- 1) In the short run most studies demonstrate positive change in behavior, knowledge and attitudes of the participants. However, it has not been shown whether or not the supervisors make wiser decisions than they would have done without the training when faced with the real-life situations of the plant or organization rather than the somewhat antiseptic atmosphere of the classroom laboratory.
- 2) There is some indication that change in a participant's behavior was more likely to occur and be retained if it resulted from a decision in which the individual participated than if it was recommended to the individual by a superior or considered by the participant in a discussion which did not result in a decision.
- 3) In most instances the supervisors expressed a desire for training which would help them to deal with workers more effectively.
- 4) In the short run attitude change was significant, however, when measured after a period of time only spurious differences existed.

This points to the need for further research to determine whether supervisors who express views in marked disagreement with those of the trainer, are regarded as inconsiderate or incompetent by the people they supervise.

- 5) Failure of top management to change their attitudes towards the objectives of the training program may result in failure of the program. Therefore, the attitudes and behavior of the participants seem to depend far more on the attitudes and behavior of their superiors than on the training they receive.

CHAPTER IV

TRAINING EFFECTS ON JOB AND ORGANIZATIONAL CHANGE

The preceding chapter discussed research that was concerned with identifying change in knowledge, skills, and leadership behavior which may affect the supervisor in his role in the organization. There was enough evidence to suggest that some training programs did produce change in knowledge, attitudes, skills and leadership behavior of the participant when measured immediately following training.

The present chapter examines two fundamental problems. First, it examines the effects of training as shown in subsequent modified behavior on the job. It investigates the transfer of instruction into changed behavior and attitude on the job; the extent and duration of such change; whether changes are positive; whether they contribute to improved efficiency, production, and employee satisfaction; and whether progress has been made in meeting the specific objectives of the training. Second, it examines the impact on the organization by appraising the effects of supervisory training on organizational change.

Factors Contributing to Improved Performance

Several writers including Katz, Pelz and Morse¹ suggest that there are many unsettled issues connected with conducting a training program designed to facilitate changes in the job behavior of supervisors. Some of these issues will be partially analyzed in this chapter, and implications for their solution will be drawn from the authors' findings in evaluating management and supervisory training.

Evaluations including those by Buchanan and Ferguson, Buchanan, and Bird² have attempted to identify the factors which influence and

1. See for example Katz., et. al., "Productivity, Supervision and Morale in an Office Situation," University of Michigan, 1950., Katz, et. al., "Productivity Supervision and Morale Amongst Railroad Workers," University of Michigan, 1951., D. Pelz, "Influence: A Key to Effective Leadership in the First-Line Supervisor," Personnel, (November, 1952)., N.C. Morse "Satisfactions in the White Collar Job.," University of Michigan, 1953., In J.D. Handyside "The Effectiveness of Supervisory Training - A Survey of Recent Experimental Studies," Personnel Management, 38, 336 (June, 1956), PP. 104-105.

2. See for example P.C. Buchanan and C.K. Ferguson, "Some Controversial Issues Concerning Supervisory Development," Personnel, 30, 6 (May, 1954), PP. 473-481., P.C. Buchanan and K.D. Ferguson, "Changing Supervisory Practices through Training," Personnel, 30, 3 (November, 1953), PP. 218-230., P.C. Buchanan, "A System for Evaluating Supervisory Development Programs," Personnel, 31 (1954-1955), PP. 335-347., P.C. Buchanan "Evaluating the Results of Supervisory Training," Personnel, 33, 4 (January, 1957), PP. 362-370., P.C. Buchanan, "Factors Making for Effective Supervisory Training," Personnel, 34, 5 (March-April, 1958), PP. 46-53., M. Bird, "Changes in Work Behavior Following Supervisory Training," Journal of Management Studies, 6, 3 (October, 1969), PP. 331-345.

contribute to improved job performance. One study by Buchanan³ evaluated a training program planned as a 60-hour course - a one-week workshop followed by three one-day sessions at monthly intervals thereafter. No before and after measurements were used; instead the supervisors and subordinates of each participant filled in a questionnaire reporting behavioral change as a result of training. The criterion of training effectiveness developed in this study - "change in job performance attributable to the workshop" was found to be effective. Furthermore, most of the participants about whom information was obtained made identifiable modifications in their job performance that were attributable to the training course. Several other studies by Buchanan⁴ examined some additional factors which could influence and contribute to job performance. These factors included attitudes of supervisors, influence of discussion groups and length of the training. The design of the studies were similar to the previous one using questionnaires filled out four months and eight months after training. No significant differences were found between those who benefitted from the training and those who did not as regards their attitudes toward attending the training project, the length of time

3. Buchanan, "Evaluating the Results of Supervisory Training", Op. Cit., PP. 362-370.

4. Buchanan, "Factors Making for Effective Supervisory Training", Op. Cit., PP. 46-53., Buchanan and Ferguson, "Changing Supervisory Practices Through Training," Op. Cit., PP. 218-230.

they had been supervisors, whether they had been in supervisory training courses before, or how they evaluated various phases of the training. It was concluded that the environment in which the trainee works influences the effectiveness of training, and that it is important for the training staff to work with the supervisors of those who are taking the training to insure understanding of and agreement on training objectives and their involvement in the selection of people to attend the program.

A similar but more extensive investigation was made by Bird⁵ of the extent to which training promotes changes in on the job behavior. Specifically the initial objective of his study was to determine if behavioral changes followed from management training courses, and if this proved to be the case, the second objective was to define the factors which can influence the effectiveness of training. Each course consisted of twenty people and focused on a particular process. At the beginning of each training program the members were invited to take part in a research study and they were told that the aims of the training was to provide them with information and ideas which might be used when they returned to the job. Additionally, at the completion of training they were asked to describe one way in which they were likely to alter their previous way of working as a consequence of what they had learned during the training.

The findings of this study point to several important factors which are likely to affect the longer term outcomes of management training and confirm some of the findings of studies previously dis-

5. Bird, Op. Cit., PP. 331-345.

cussed in this paper and suggest that the contents of the training must be related to the supervisors' job. The findings indicate that if no change is identified immediately following training in the trainee's knowledge, skill, or outlook, then there is no basis for expecting such changes to be evident after a considerable time lapse since the training. The findings also led to the following conclusions: change needs to be introduced in such a way that it does not provoke undue resentment or hostility from the other people concerned; the extent to which a manager shows initiative towards making changes determines the amount of change he will accomplish following training; and finally, the effectiveness of behavioral change as a result of training is dependent upon the manager's superior who occupies a key position in determining the success or failure of supervisory training.

Several studies already reviewed in this paper confirm these findings. For example Fleishman and Harris and Fleishman⁶ examined the question of leadership behavior and attitude change and found no change back in the job environment. Similarly Sykes⁷ evaluated a

6. See E.F. Harris and E.A. Fleishman, "Human Relations Training and the Stability of Leadership Patterns," Journal of Applied Psychology, 39, 1 (1955), PP. 20-25., E.A. Fleishman, "The Description of Supervisory Behavior," Journal of Applied Psychology, 37 (1953), PP. 1-6., E.A. Fleishman, "Leadership Climate, Human Relations Training, and Supervisory Behavior," Personnel Psychology, 6 (Summer, 1953), PP. 205-222.

7. A.J.M. Sykes, "The Effect of a Supervisory Training Course in Changing Supervisor's Perceptions and Expectations of the Role of Management," Human Relations, (August, 1962), PP. 227-243.

course with changed course design and found that as a result of these changes the supervisor changed his expectation of the role of management. These studies demonstrate that environmental factors play an important part in determining the effectiveness of management training and that attempts to change behavior by changing the individual trainee and neglecting the environmental influence can lead to negative results.

There are a number of studies that were concerned with investigating training programs designed to effect behavior and learning change which would help supervisors to carry out the human relations aspects of their job more efficiently. One of these was Stroud⁸ who evaluated the results of a training program called "Personal Factors in Management," that had been designed to enable supervisors to handle the human relations aspect of their jobs more effectively. Two kinds of supervisory on-the-job behavior were considered important for the purposes of the study, a "people-centered approach" and a "task-centered approach". A questionnaire⁹ which measured the supervisor's orientation toward his subordinates was administered to each participant in the training program and to a control group that contained an equal number of individuals. In addition on a second part of the questionnaire, the

8. P.V. Stroud, "Evaluating a Human Relations Training Program," Personnel, 36, 6 (November-December, 1959), PP. 52-60.

9. See for example R.M. Stogdill and A.E. Coons, "Leader Behavior; Its Description and Measurement", Research Monograph Number 88. Ohio State University, Bureau of Business Research, Columbus, Ohio, 1957.

"Critical Incident" section, the trained and control groups were asked to describe four incidents that had occurred on the job. In each case, the supervisors were asked to describe the situation, explain what they did about it, and tell why their action was successful or unsuccessful. It was found from such an analysis that supervisors who claimed to have made improvement averaged the greatest difference in past-present "Consideration" Scale scores, or put another way, these findings demonstrate that it is necessary to use a measure other than the trainee's opinion to evaluate the results of a training course. Where Stroud's study evaluated behavioral change and found discrepancy between the amount of improvement the supervisors said they made and the amount they actually made, a study by Rich¹⁰ investigated whether learning which resulted from training helped the manager perform his job more efficiently. The measures included the Friendship Test¹¹ for measuring human relations. It was found that learning which took place during a training course is by no means limited to the topics scheduled for discussion. Furthermore, other changes in the area of group relations may have an even greater influence upon the quality of supervision.

10. J.M. Rich, "Measuring Supervisory Training: The Sociometric Approach," Personnel, 29, 1 (July, 1952), PP. 78-84.

11. The Authors used the Sociometric Method to study Interpersonal Relations within a Group., See for example H.H. Jennings, "Sociometry in Group Relations," American Council on Education, Washington, 1948.

Moon and Hariton¹² described a study that was undertaken to examine the effectiveness of a supervisory development program installed at the General Electric Company. Its main features were a training program intended to equip managers with the skills needed to use information collected during periodic appraisals of subordinates in helping these subordinates to develop themselves. Fifty managers participated in the program. They were divided into four groups and each group was given 30 hours of instruction spread over a two week period. The main instrument used in Moon and Hariton's Study was a questionnaire designed to obtain subordinates' views about changes in their manager's attitudes and behavior. The results indicated that the appraisal and training program had a positive impact on the job performance of both the managers and their subordinates. Another study by Goodacre¹³ examined the effects of the lecture-discussion and conference method type training programs on managers and supervisors in a division of the B.F. Goodrich Company.

12. C.G. Moon and T. Hariton, "Evaluating an Appraisal and Feed-back Training Program," Personnel, 35 (November-December, 1958), PP. 36-41.

13. D.M. Goodacre, "The Experimental Evaluation of Management Training: Principles and Practice," Personnel, 33, 6 (May, 1957), PP. 534-538.

In the case of this study the results showed no measurable improvement in the job performance of the groups trained. While several of the previous studies have dealt with factors that affect the job behavior of trainees an investigation by McGehee and Gardner¹⁴ evaluated a training course designed to increase participants' knowledge of specific time study procedures. The design of the study was fairly familiar. An experimental group which was given training in time study procedures was compared with a control group that did not receive any training. The main instruments used in the study included a test of time study procedures and principles as followed in the organization; a graphic rating scale designed to measure the observed changes in the behavior of foremen in handling time study problems in their department; and a twenty-three item attitude scale developed and scaled according to the procedures outlined by Thurstone.¹⁵ The results indicated significant improvement in the ability of participants to handle time study problems. Later, the control group was given similar training and showed an increase of knowledge comparable to that obtained in the case of the experimental groups. On the basis of the findings of this study McGehee and Gardner concluded that a workshop in time study could improve the ability of supervisors

14. W. McGehee and J.E. Gardner, "Supervisory Training and Attitude Change," Personnel Psychology, 8 (Winter, 1955), PP. 449-460.

15. See for example L.L. Thurstone and E.J. Chave, "The Measurement of Attitude." Chicago: University of Chicago Press, 1929.

to cope with time study problems.

The implications of the studies reviewed above may be summarized as follows:

- 1) Improved job performance of the trainee is dependent upon the relevance of the training to the trainee's job.
- 2) Age and educational background affect the trainee's response to training.
- 3) Changes in job behavior can affect other people besides the supervisor himself. Change must be introduced in such a way that it does not provoke resentment from the other supervisors, subordinates or superiors.
- 4) The motivation of the individual will determine the magnitude of change he experiences following the training.
- 5) Changes in the job behavior of the trainee is to some extent dependent upon the attitude of the superior since he has the power to influence or modify other factors which affect or determine the outcomes of the training.
- 6) Learning which takes place during training is not limited to the topics scheduled for discussion; in addition, changes in group relations that may result from the training can have a considerable influence on job performance.

So far, this chapter has dealt with what might in a sense be considered intermediate outcomes of training in that it has examined the effects of training on participants' job performance. It

is now proposed to examine the impact of such changes in individual performance on the organization as a whole.

The evidence available in the literature suggests that there has been remarkably few efforts to measure the impact of supervisory training on such organizational factors as productive efficiency and general morale of an organization. Even in the few cases where studies of the impact of such training have been made, there arises the question whether the supervisory training program was responsible for the improvement or whether other factors were involved.

The fact of the matter is that an organization that sponsors a good supervisory training program is probably carrying on a large number of other activities that contribute to its overall effectiveness. In these circumstances it is quite difficult to determine whether the training itself was the significant determinant of the improvement in the organization. It must be remembered that a training program, no matter how well designed it might be, will not be successful unless it operates in an appropriate managerial climate. This means that the results of many evaluation studies tend to be highly tentative and should generally be regarded as completely probative of the issues involved. With this caveat it may be observed that some studies suggest that improvements in production and savings in costs have been associated with supervisory training programs. An analysis of these reports suggests that most of these improvements arise out of training in work-simplification and methods-improvement techniques. There can be little argument that training

in this area is highly important from the point of view of organizational development. However, this does not preclude the possibility that training in other areas, the results of which cannot be so readily shown, are equally important to the improvement of supervision.¹⁶

The Effects of Training upon the Productive Efficiency and Morale of the Organization

A study by Lewin¹⁷ of the effectiveness of an attempt to induce behavior change through training has important implications for the relationship of training to total organizational outcomes. He demonstrates that changing group behavior requires not only "unfreezing" of old patterns of behavior but also "freezing" of behavior at a new level. Furthermore he indicates that changes in behavior of the kind discussed here are often short lived and that after the initial change the behavior of the group soon reverts to its previous level. Several studies by McGehee and Livingstone¹⁸ refute this finding. One study

16. For an interesting approach to evaluation see: Paul C. Buchanan, "A System for Evaluating Supervisory Development Programs," Personnel, (January, 1955), PP. 335-347.

17. Kurt Lewin, "Studies in Group Decision," in D. Cartwright and A. Zander, Group Dynamics. Evanston: Row, Peterson and Company, (1952), PP. 287-301.

18. W. McGehee and D.H. Livingstone, "Training Reduces Material Waste," Personnel Psychology, 5 (1952), PP. 115-124.

investigated a program designed to reduce waste in a textile process to effect savings in the costs of manufacturing. The program was designed to improve among other things, motivation and the job performance of the operators. To improve the motivation of the operators, a conference was held explaining the problem of waste from its economic and competitive aspects. Additionally, the amount of waste produced was posted each day during the two week training period. It was found that the program resulted in significant reduction in waste. Furthermore, the waste reduction was effected without an overt group decision process and arose from clearly explaining the need for change, securing participation of all concerned by definite assignment of responsibilities, and by keeping participants informed concerning the results of the attempts to reduce waste. The authors concluded that as a result of the training program there was a 61.6 percent reduction in waste during the training and subsequent periods.

A later study by McGehee and Livingstone¹⁹ investigated the "long-term" effects of a similar training program designed to secure employee interest and cooperation in reducing waste. The concept "long-term" was used in the sense that the period covered extends over a much greater time span than has been reported in the majority

19. W. McGehee and D.H. Livingstone, "Persistence of the Effects of Training Employees to Reduce Waste," Personnel Psychology, 7 (Spring, 1954), PP. 33-39.

of investigations into the modifications of supervisor's behavior discussed earlier in this dissertation. In order to determine whether or not the change in behavior recorded in the previous study had persisted beyond the twenty-nine weeks covered by the study waste ratios for each of 106 subsequent weeks were computed. It was found that behavior modifications had lasted for a period of ninety-four weeks subsequent to the initial modification. Additionally, the evidence shows when considerable improvement had been obtained in waste reduction and this improvement had persisted over a period of time, reinforcement will result in still further improvement. The data substantiated the hypothesis that a program to modify employees' attitude and action toward a specific production problem would be effective both on a short term and a relatively long term basis.

Several writers such as Katz, Pelz and Morse²⁰ have discussed the question of differences in supervisory practice found between

20. Katz, et. al., "Productivity, Supervision and Morale in an Office Situation," University of Michigan, 1950., Katz, et. al., "Productivity Supervision and Morale Amongst Railroad Workers," University of Michigan, 1951., D. Pelz, "Influence: A Key to Effective Leadership in the First-Line Supervisor," Personnel, (November, 1952)., Nancy C. Morse "Satisfactions in the White Collar Job," University of Michigan, 1953., In John D. Handy-side, "The Effectiveness of Supervisory Training - A Survey of Recent Experimental Studies," Personnel Management, 38, 336 (June, 1956), PP. 104-105.

units which were maintaining different levels of productive efficiency. Measures of productive efficiency, worker satisfaction, and the methods of supervision were compared for different groups engaged in similar work. Generally, the empirical studies reviewed in these discussions indicated that the supervisors of high efficiency groups differed from supervisors of low efficiency groups on the following dimensions:

- 1) They received general rather than close supervision from their superiors.
- 2) They were more satisfied with the amount of authority and responsibility delegated to them.
- 3) They spent more of their time in supervision and less in doing the job they supervised.
- 4) They gave general rather than close supervision to their subordinates
- 5) They put more stress on the importance of looking after the people they supervised than on achieving high output.

In a subsequent study Comrey, Pfiffner, et. al.,²¹ using a

21. A.L. Comrey, et. al., "Factors Influencing Organizational Effectiveness", I, II, III, and IV, Personnel Psychology, (1951-1954), and "Factors Influencing Organizational Effectiveness - A Final Technical Report," University of Southern California, 1954., In John D. Handyside "The Effectiveness of Supervisory Training - A Survey of Recent Experimental Studies," Personnel Management, 38, 336 (June, 1956), P. 105.

questionnaire survey approach confirmed the findings of the studies by Katz, Pelz and Morse.²² These studies suggest that training programs explicitly designed to familiarize supervisors with the skills and behaviors that have been found to be associated with high efficiency work groups, could have important consequences for the overall performance of organizations.

Summary

The following propositions may be extracted from the studies reviewed in this chapter:

- 1) The improved job performance of the trainee is dependent upon the relevance of the training to the trainee's job.
- 2) The trainee's age and educational background will affect his response to training.
- 3) Changes in job behavior can affect other people besides the supervisor himself. Change must be introduced in such a way that it does not provoke resentment from the other supervisors, subordinates or superiors.
- 4) The motivation of the participant to change will determine the magnitude of the change in behavior that he demonstrates following training.
- 5) Changes in the job behavior of the trainee is to some extent de-

22. Katz, et. al., Op. Cit., Pelz, Op. Cit., Morse, Op. Cit., in Handyside, "The Effectiveness of Supervisory Training - A Survey of Recent Experimental Studies," Op. Cit., PP. 104-105.

pendent upon the attitude of his superior since he has the power to influence or modify other factors which contribute to the outcomes of training.

- 6) Learning which takes place during training is not limited to the topics scheduled for discussion; in addition, changes in group relations as a result of training may importantly influence job performance.
- 7) There is some evidence which suggests that increased communications is a factor in effecting organizational change through training programs.

This chapter has dealt with several questions concerning the impact of changed knowledge, skills, attitudes and behavior of the individual on his job performance which in turn may affect the entire organization. The following chapter analyzes the relative utility of various techniques for meeting the objectives of training programs.

CHAPTER V

THE RELATIVE UTILITY OF VARIOUS FORMS OF SUPERVISORY TRAINING PROGRAMS

While on-the-job training is generally the major means of developing competent supervisors the possibility of achieving training objectives has been shown to be enhanced by utilizing combinations of training methods. Various authors suggest that this approach might achieve the desired objectives where a single direct training method might otherwise fail. Particularly at higher levels of management there are certain skills, knowledge, and attitudes that are best developed in an atmosphere that is removed from the job environment. In this chapter, the term off-the-job-training will be used to refer to instruction conducted away from the job setting in which the supervisor performs his regular duties. In this chapter the most frequently used off-the-job methods, the lecture and conference, will be examined in terms of their effectiveness in developing supervisory skills, knowledge, and attitudes; the advantages and disadvantages for the organization and the trainee will be assessed.

The Relative Utility of the Formal Lecture and Group Discussion Techniques.

Levine and Butler, DiVesta and Miner¹ are among the many authors concerned with this problem who have investigated the following question: Is the lecture method more effective than the conference technique for changing the behavior, knowledge, skills and achievement levels of supervisors?

Levine and Butler² for example, examined the question of whether group decision or the formal lecture method was the more effective training technique for producing behavioral change in the participants. Subjects in their study consisted of 29 supervisors in a large manufacturing plant who were rated on several measures of efficiency including application of job knowledge and cooperation. They were divided into three groups consisting of a control group, a discussion group, and a lecture group. It was found that group discussion was more effective than the lecture in reducing prejudice ratings of the supervisors. Conversely the lecture method had little or no effect upon the rating discrepancies.

1. J. Levine and J. Butler, "Lecture vs Group Decision in Changing Behavior," Journal of Applied Psychology, 36 (1952), PP. 29-33., F.J. DiVesta, "Instructor-Centered and Student-Centered Approaches in Teaching a Human Relations Course," Journal of Applied Psychology, 38 (1954), PP. 329-335., J.B. Miner, "The Effects of a Course in Psychology on the Attitudes of Research and Development Supervisors," Journal of Applied Psychology, 44 (1960), PF. 224-231.

2. Levine and Butler, Op. Cit., PP. 29-33.

The study also provided some evidence that discussion which resulted in a unified group decision was likely to contribute to actual changes in behavior of the trainees.

DiVesta³ examined changes brought about by the lecture method, and the extent and direction of these changes at the knowledge, attitudinal and skill levels. Furthermore, he wanted to find out which method was more effective for producing change in the trainee's achievement levels. The research design was similar to that used in Levine and Butler's study. It was found that the trainees made significant gains in achievement and that the discussion method had a slight advantage over the lecture method for inducing these changes. However, the results of the knowledge and attitude tests indicated that no difference in the effects of the discussion approach or the lecture method existed. DiVesta concluded that the evidence did not really confirm that either method of instruction was superior to the other and that further investigation of this question was desirable.

Where both of the foregoing studies compared the lecture and group discussion method of instruction, Miner's⁴ study investigated a course based on the lecture method alone to determine whether this method had an effect on the attitudes of a group. He tested a hypothesis that non-directive or group decision procedures do not constitute a necessary condition for change and that training courses

3. DiVesta, Op. Cit., PP. 329-335.

4. Miner, Op. Cit., PP. 224-231.

based on the lecture method alone can have an effect on the attitudes of a group of trainees. The subject matter of the lecture was the various reasons why individual supervisors might fail to perform effectively in the work situation. The supervisors were given information intended to improve their understanding of other people, and it was demonstrated that even though a man was well-informed on effective methods of supervision, he might be unable to utilize this knowledge due to anxiety aroused by the supervisor-superior situation. The evaluation procedure included measures of participants' attitudes toward various aspects of supervisory work, administered in the usual pre-and post-test design with an untrained group serving as the "control group". The results indicated a significant improvement in the attitudes of the trained group toward supervisory work. However, there was also some indication that the changes might fail to persist when confronted with contradictory attitudes existing in the work place.

Haire⁵ observed after extensive investigation that most companies rely on giving training in groups supplemented by on-the-job training. Furthermore, he suggests that this method of training provides extensive coverage of personnel, permits assignment of an experienced trainer to direct the group, and saves the time of line management. Baxter, Taaffe, and Hughes⁶ investigated whether it is

5. M. Haire, "Some Problems of Industrial Training," The Journal of Social Issues, 4 (1948), PP. 41-47.

6. B. Baxter, A.A. Taaffe, and J.F. Hughes, "A Training Evaluation Study," Personnel Psychology, 6 (Winter, 1953), PP.403-417.

more effective to administer part of the training course by means of a conference or other techniques rather than giving all the training in the work setting. It also examined the extent to which these two approaches justified the costs involved.

Three different methods of training were selected to answer the questions implicit in the study: (1) conference training before going on the job; (2) school training where skilled trainers using films and other training aids could administer the course; (3) on the job training before coming to the school. The results were inconclusive. The researchers suggested that supervisors from the conference trained groups had greater enthusiasm and eagerness for undertaking their new job but this apparently was a short-lived effect. More important were factors such as the job itself, job associates, and superiors which had a greater impact on behavior and attitude than the training. Furthermore since the results did not disclose any evidence that trained groups were significantly different on any of the criteria on which they were compared with untrained groups it was concluded that the cost of the training was not justified.

Integrated Training Techniques

The studies discussed so far were concerned with either the lecture method or group decision method of instruction. Other authors have examined other training techniques such as case analysis, role-playing and group discussion to determine their effectiveness,

ness. One such study by Mahoney and Jerdee⁷ investigated case analysis and group discussion techniques. They wanted to determine whether this method of instruction would improve the trainee's analytical approach and improve his attitudes toward self-development. Participants were organized into groups for the purpose of discussing assigned cases and the training was conducted away from the company's operations. Each group was assigned an instructor selected from second-level managers. Criterion measures of the achievement of course objectives were developed and administered before and after the course to the experimental groups and a control group who did not receive training. They included a Management Practice Quiz which measured knowledge of the concepts and principles taught in the course, a case analysis technique which measured ability to apply the special analytical approach taught in the course, and an Attitude Scale which measured appreciation and sense of responsibility for self-development. Participants showed a significant improvement in their ability to apply a special analytical approach and in their attitudes toward self-development; however, there were no significant improvements in their knowledge of management principles or in their ability to apply the analytical skills developed in the course. Furthermore, there were no significant

7. T.A. Mahoney and T.H. Jerdee, "An Experimental Evaluation of Management Development," Personnel Psychology, 13 (1960), PP. 81-98.

changes in performance resulting from improved attitudes attributable to the training. Mahoney and Jerdee concluded that the case approach may be inappropriate for teaching management concepts and principles. They also expressed doubts concerning the effectiveness and utility of the analytical approach taught in the course.

Another study similar to the above was conducted by Lasagna⁸ at the Training and Development Branch of American Airlines to determine whether an integrated case study approach to management training could improve supervision and effect job performance. The findings of this study indicated that the integrated case study approach presented a good vehicle for helping first level supervisors to become more effective managers. Spector⁹ evaluated a course using role-playing and other techniques to determine their effectiveness in changing the attitudes of the participants. The Attitude Test in Human Relations was selected as the evaluation instrument. In this test respondents are instructed to answer each question by checking on a scale their responses to selected human relations items. Generally, the findings indicated that there was sufficient attitude changes to warrant confidence in the effectiveness of this training

8. J.B. Lasagna, "Case Study in Supervisory Training," Training and Development Journal, 21, 1 (January, 1967), PP. 29-27.

9. A.J. Spector, "Changes in Human Relations Attitudes," Journal of Applied Psychology, 42 (1958), PP. 154-157.

approach for changing human relations attitudes.

The Managerial Grid: The "grid" was developed by Blake and Mouton both as a managerial training device and as a technique for organizational analysis and development. It is intended to assist in the improvement of the interpersonal skills of organization members as well as their decision-making and task-oriented competence. The grid can be used for illustrating how concern for people may be combined with concern for production in the organization content. Several studies have attempted to evaluate the utility of the grid for supervisory training. In one evaluation Blake and Mouton¹⁰ demonstrated changes in attitude among 56 management and union personnel after training, using the grid. Similarly in an earlier study Blake and Mouton¹¹ demonstrated attitude changes among Venezuelan and Indonesian trainees. A more comprehensive evaluation of the effect of the grid training program was carried out by Barnes and Greiner¹² who found a number of major

10. R.R. Blake and J.S. Mouton, "Some Effects of Managerial Grid Seminar Training on Union and Management Attitudes towards Supervision," Journal of Applied Behavioral Science, 2 (1966), PP. 387-400.

11. R.R. Blake and J.S. Mouton, "International Managerial Grids," Journal of American Society of Training Directors, 19 (1965), PP. 8-23.

12. R.R. Blake et. al., "Breakthrough in Organization Development," Harvard Business Review, 42 (1964), PP. 133-155., L.E. Greiner, "Antecedents of Planned Organizational Change," Journal of Applied Behavioral Science, 3 (1967), PP. 51-58., L.E. Greiner, "Patterns of Organization Change," Harvard Business Review, 45 (May-June, 1967), PP. 119-130.

changes in the organization's operations, ranging from increased profits and reduced controllable costs to changed attitudes which were attributed to the impact of the training program. In yet another study Greiner¹³ suggested a number of attributes of organizations involved in successful organizational change programs. Smith and Honour¹⁴ examined changes within a British factory after Phase I of "Managerial Grid" training and compared these with concurrent changes at a second untrained factory within the same organization. They wanted to ascertain how many people changed and in what direction and how extensive were the changes. A random sample of 40 of the 71 trainees were interviewed after training. The findings indicated some increases in communication and a trend toward more participative managerial values; however, the changes were not statistically significant.

Management Training Laboratories: Laboratory training uses the forces inherent in a small group to increase a person's awareness of his own behavior and its affect on others and it is hoped that increased understanding of one's self and others will lead to more honest and so more effective human interaction. Sensitivity training hopes to break barriers hampering effective communications, alter power relations, develop new behavioral norms and establish

13. Greiner, Op. Cit., PP. 119-130.

14. P.B. Smith and T.F. Honour, "The Impact of Phase I Managerial Grid Training," The Journal of Management Studies, 6, 3 (October, 1969), PP. 318-330.

egalitarian relationships. Several studies have attempted to evaluate the utility of the grid for supervisory training.

Bass¹⁵ examined the relationship between empathy, social sensitivity, and success as a leader in influencing the behavior of associates. Despite the conflicting and inconsistent results reported by a variety of empirical studies on the subject, it was suggested that one who is aware of the needs of others around him is more likely to be influential among his associates.

Another study by Bass¹⁶ sought to discover whether sensitivity and status was associated with influence merely because education, occupational and organizational status contributed equally to influence and to sensitivity. Lower level supervisors with the most seniority and experience scored highest on sensitivity while the young higher level technically educated supervisors had the lowest scores. The author concluded that education alone, or status alone, did not account for differences in sensitivity scores. Another study by Bass¹⁷ of the relationship between sensitivity and leadership suggested that despite his concern, the interaction-oriented manager is relatively superficial in his understanding of what is going on about him in the group. Also, his concern did not induce any greater understanding on his part of group relations in comparison to the perceptivity of task or self-oriented members.

15. B.M. Bass "Leadership, Psychology and Organizational Behavior." New York: Harper, 1960, PP. 167-172.

16. B.M. Bass "Reactions of Twelve Angry Men as a Measure of Sensitivity Training," Journal of Applied Psychology, 46 (1962), P. 123.

17. Ibid., P. 124.

Bass¹⁸ also investigated what happens to supervisors during and after training. He found that differences and predictable shifts in mood did take place.

Summary

The foregoing analysis of the relative utility of various techniques for meeting the objectives of training programs suggest the following:

1) Lecture: In addition to it's simplicity, the lecture method was generally found to have the advantages of being efficient, versatile and economical. It was efficient because it gave the instructor complete control over the learning situation; versatile because it could be used alone or to supplement and support other training methods including conference discussions and role-playing; and economical because the lecture could be used to instruct large groups in short periods of time and free superiors and conference leaders from lengthy discussions.

On the other hand, the lecture was generally shown to be the least effective method for developing supervisory skills and knowledge because it failed to provide the trainee with opportunities to practice new ideas or skills, does not provide for feedback of results, does not permit individual instruction, does not permit continuous instruction, and does not permit learning by emulation and identification with superiors and experienced supervisors. In addition to these disadvantages several additional drawbacks of the lecture method were suggested:

18. B.M. Bass "Mood Changes During a Management Training Laboratory," Journal of Applied Psychology, 46, 5 (1962), PP. 361-364.

1. It developed rote memory and theoretical knowledge instead of understanding.
 2. It ignored the individual backgrounds and intelligence of trainees.
 3. It assumed that the lecture had the same meaning for everyone and that listeners would make their own applications.
- 2) The Conference or Group Discussion: The literature suggests that conference training was effective for improving knowledge and developing analytical planning and communication skills because it encouraged active trainee participation and also teaches him about himself and others through interaction with his fellow-employees. However, several studies indicated a number of disadvantages of the conference method. These suggest that like the lecture, the conference does not permit individual instruction, it does not permit continuous instruction, it does not permit learning by emulation and identification with competent superiors; it can be dominated by one or two individuals, and requires highly trained and qualified group leaders. Furthermore, the success of the directed conference was shown to depend on the trainee's prior knowledge of the subject and the conference leader's preparation. Although it is effective for imparting detailed information, the directed conference is generally not recommended for developing supervisory skills and attitudes. Further, the problem solving conference was shown to be effective for developing knowledge of supervisors by permitting them to use their experience and intelligence to solve common problems. However, it was generally not

effective for developing supervisor skills and attitudes because it does not provide practice or emotional experience.

3) Case Studies: In general, cases drawn from real supervisory experiences stimulated genuine interest and were therefore effective for developing knowledge of supervisory principles. However, the case study was not effective for developing supervisory skills that required practice which leads to the conclusion that skills, such as planning, organizing, coordinating, and directing the efforts of subordinates cannot be learned from this training technique. Furthermore, case studies are time-consuming and not particularly suited to the training of new supervisors.

4) Role-Playing: There was enough evidence to suggest that role-playing was effective for helping trainees understand others; it helped the trainee modify his attitudes toward subordinates, and provided new ideas of human behavior. However, it was demonstrated that the major disadvantage of role-playing was that the instructor could not control the extent or direction of learning and the trainees often did not take their roles seriously. This seems to suggest that role-playing should be used infrequently since it is not generally effective for training.

Conclusions

The analysis of the several training techniques discussed in this chapter suggest that management should:

1. Use the Managerial Grid as an integrated set of theories about the management of production-people problems.
2. Replace sensitivity training, which used the unstructured

T-Group, by laboratory learning designs that involve structured interaction performance under time pressure with results measured through quantitative indices and followed by periods of process review, critique and evaluation.

3. Introduce a series of follow-up steps for application of what has been learned to concrete problems of work.

4. Extend the time perspective for change from the idea of a short training experience to a development effort of several years.

5. Change the organization culture by instituting values, norms, attitudes, involvement and commitment with the highest possible integration of people into production.

6. Utilize action research as the basis for measuring changes achieved and for continuously setting new directions of organization and individual growth and development.

In general there seems to be enough evidence to suggest that the foregoing changes may help to make supervisory training more a part of the organization.

In this chapter we examined the relative utility of various techniques for meeting the objectives of training programs and discussed the advantages and disadvantages of each. The next chapter provides an overall evaluation of the current situation and suggests an approach for future research. An analysis at this level will develop several of the issues discussed in the previous chapters and in addition, will examine some problems related to training which have not as

yet been examined. Furthermore, it will attempt to show how the supervisory training effort is intermeshed into the organization as a whole. Further, it will attempt to put perspective on the ultimate objective of training by examining certain aspects of several issues related to these questions.

CHAPTER VI

AN OVERALL EVALUATION OF THE CURRENT SITUATION

The purpose of this chapter is to provide an overall evaluation of the current situation and suggest an approach for future research. Since it is essentially integrative in its perspective it will necessarily touch upon several of the areas discussed in previous chapters. However, a number of questions which have not been previously examined will also be explored here. One objective will be to indicate how training might contribute to the overall goals of the organization, recognizing that this is, in fact, the ultimate objective of all training in organizations. In addition, this chapter will reaffirm some of the conclusions that were arrived at in earlier chapters. For example, it will reassert findings that have suggested that effective training bears a positive relationship to sound programs and practices in other areas of management. In other words, for training to be effective, there must be a favorable leadership climate, and poor management may make what would otherwise be effective training appear to be ineffective.

Organizational Factors Affecting the Outcome of Supervisory Training

Studies by several authors including House, Sykes, and Korman and

Jerdee¹ have examined this issue in varying degrees. House², for example, investigated the problem of lack of management enthusiasm for in plant training programs by evaluating the impact of making course completion requirements more rigorous and changing the method of instruction from the permissive conference leadership style to a more authoritarian method. It was found that the program using lectures and final examinations instead of the permissive conference method brought about a significant decrease in absences, and a significant increase in the number of trainees who completed the course. These findings may be interpreted as indicating that perceptions by participants of the increased importance management had attached to the training program operated to increase their interest and involvement in the course and therefore, presumably, to increase it's effectiveness.

A study by Sykes³ looked at (among other things) the relationship between the effectiveness of a training program and the pre-training sentiments of the supervisor, who participated in the program, toward more senior management. A major objective of the program was to

1. Robert J. House, "An Experiment in the Use of Management Training Standards," Academy of Management Journal, 5 (April, 1962), PP. 76-81., A.J.M. Sykes, "The Effect of a Supervisory Training Course in Changing Supervisors' Perceptions and Expectations of the Role of Management," Human Relations, (August, 1962), PP. 227-243., A.K. Korman and T.H. Jerdee, "Evaluation of Training," Personnel Journal, 38, 9 (February, 1960), PP. 344-345.

2. House, "An Experiment in the Use of Management Training Standards, " Op. Cit., PP. 76-81.

3. Sykes, "The Effect of a Supervisory Training Course in Changing Supervisors' Perceptions and Expectations of the Role of Management, " Op. Cit., PP. 227-243.

improve the morale of the participants. Sykes found that changes in the morale of participants was negatively correlated to the frequency of their contact with senior management. He also found that morale bore a negative relationship to personal characteristics of the participants such as intelligence. However, as intelligence was positively correlated with the level of interaction of participants with senior management, he concluded that the determinate of morale was the level of contact of participants with senior management rather than the level of their intelligence. He concluded from this finding that the training course increased dissatisfaction instead of improving morale because it failed to create similar role perceptions and expectations at all levels in the organization. This study also investigated the effects of group decision in changing group attitudes and behavior. The specific question investigated was the degree of permanence of a change arrived at by a group decision. It was found that group decisions concerning the importance of a change in the attitudes of the senior management were still held by 83 of the 97 supervisors when they were interviewed six months to a year after the decision was taken. These findings were essentially similar to those arrived at by Lewin⁴ in his investigation of the determinants of group behavior.

The study which will be looked at next is somewhat related to the organizational determinants of the outcomes of training programs. The research was done by Korman and Jerdee⁵ and demonstrated how a

4. K. Lewin, "Frontiers in Group Dynamics," Human Relations, 1 (1947), PP. 5-42.

5. Korman and Jerdee, "Evaluations of Training," Op. Cit., PP. 344-345.

well planned training program can fail when the instructor does not have a thorough knowledge of his subject. The objective of the program was to develop participant's knowledge of management principles, their ability to apply a special analytical method of problem-solving, and an increased appreciation and sense of personal responsibility for their self-development. Trainee improvement was compared with improvement of a control group of supervisors who were similar in all respects to the trainees except that they did not take the training until after the evaluation had been completed. The measurements included a knowledge test, a case problems test, and an attitude scale. The instruments were administered to all trainees and to the control group before the training was started, and again after the trainees had completed the training.⁶ Compared to the control group the trainees showed significant improvement in their ability to apply the special analytical method of problem-solving, and in appreciation and sense of personal responsibility for self-development. On the other hand, they demonstrated only about as much improvement as the control group in their knowledge and understanding of management principles. The investigators then administered the management principles test to the instructors in an effort to determine the possible reasons for the disappointing showing of the trainees. It was found that the instructors' knowledge was about equal to that of the average control group member who had not seen the textbooks or attended the training course.

6. Ibid., P. 344.

It was concluded that although careful planning and effort had gone into the training course, it failed because the instructors had not sufficiently familiarized themselves with the material they were teaching.⁷ This study indicated that organizational concern for the effectiveness of training programs should extend beyond the content and form of the program to the competence of the persons selected for leader or instructors in the program.

Throughout this review of the literature, one factor which has been repeatedly mentioned or implied as a prerequisite for success of training programs is the support and encouragement given by top management and its acceptance of the content of the training programs. This concept has been labeled "Organizational" or "Leadership Climate" for the purposes of this study. Used in this sense, "Leadership Climate" has several important aspects and raises a number of crucial issues. These issues pertain to the organizational environment in which the participants are located and the individual orientations of the participants and key members of the organization to the training. Our analysis of these issues will be continued in some depth in the following sections of this chapter.

Organization and Personal Dimensions of the Outcomes of Training Programs

Miner⁸ showed that as far as changes in knowledge and attitudes were concerned, positive improvement resulted from participation in

7. Ibid., P. 345.

8. J.B. Miner, "The Effects of a Course in Psychology on the Attitudes of Research and Development Supervisors," Journal of Applied Psychology, 44, 3 (1960), PP. 224-232.

some forms of training. On the other hand, House⁹, in his investigations focused on actual changes in the job environment and showed no measurable positive effects in a study designed to measure job performance change. Compared with these findings, Sykes, Fleishman, Harris and Fleishman, Fleishman, Harris and Burtt¹⁰, demonstrated that management training can produce such negative results as decreased morale among the trainees, higher turnover among the trainees, and conflict with the trainees' superiors. House¹¹ suggests in a later study that the trainee may lack the ability, flexibility, or motivation to learn, accept, and put into practice the material presented in the training programs. In addition, particular situational characteristics may hinder the participant from applying the content of his training course to his work. For example the trainee may have limited authority, he may perceive that his superior will be hostile to behavioral change on his part, or he may perceive that organizational policy and philosophy contradicts the training program material.

9. House, Op. Cit., PP. 76-81.

10. Sykes, Op. Cit., PP. 227-243., Fleishman, "Leadership Climate, Human Relations Training, and Supervisory Behavior," Op. Cit., PP. 205-222., Harris and Fleishman, "Human Relations Training and the Stability of Leadership Patterns," Op. Cit., PP. 20-25., Fleishman, Harris, and Burtt, "Leadership and Supervision in Industry: An Evaluation of a Supervisory Training Program," Op. Cit., PP. 410-425.

11. Robert J. House, "Management Development is a Game," Harvard Business Review, 41 (July-August, 1963), PP. 130-143.

Several writers including Moon and Hariton, and Mahoney, Jerdee and Korman¹² examined pre-training and background correlates and found that all the positive effects of training were related to time in job, time in company, perceptions of authority, satisfactions with advancement, and satisfaction with job security. Moon and Hariton¹³ demonstrated that supervisors who are generally satisfied with their jobs change more in the direction intended by the training than those who are not satisfied. Similarly, Mahoney, Jerdee and Korman¹⁴ found pre-training satisfaction of participants to be positively correlated with training effectiveness. Furthermore, where the effects of training programs were highly dependent on intergroup sentiments and relationships, it was found that the attitudes of top management operated as an important "hygiene" factor in determining training outcomes. Generally top management of the organization constituted an important reference group for those trainees who experienced the greatest amount of change. It was concluded that the trainees who were most likely to benefit from training are those who had already demonstrated an acceptance of the values of the organization and who felt secure in their position. Research by McClintock, Katz and

12. C.G. Moon, and T. Hariton, "Evaluating an Appraisal and Feedback Training Program," Personnel, 35 (November-December, 1958), PP. 36-41., T.A. Mahoney, T.M. Jerdee and A. Korman, "An Experimental Evaluation of Management Development," Op. Cit., PP. 81-98.

13. Moon and Hariton, Op. Cit., PP. 36-41.

14. Mahoney, Jerdee and Korman, Op. Cit., PP. 81-98.

Stotland, and Katz Sarnoff and McClintock¹⁵ have confirmed the above findings and indicated that persons with low ego defensiveness will be more susceptible to change through such teaching methodology. Furthermore, persons with high initial job security and satisfaction with advancement incur the most change as a result of supervisory training, presumably because they perceive that training offers significant potential for increased satisfaction. This agrees with Moon and Hariton's¹⁶ study that satisfaction of trainees, although not the primary objective of training programs, does improve the effectiveness of the programs and may be a valid objective of training. Similarly Sykes'¹⁷ investigation discussed earlier in this section, suggests that there are times when the level of satisfaction of management personnel is not only a significant determinant of the outcome of training, but also functions as a determinant of stability in the organization.

A study by Carroll and Nash¹⁸ investigated personal characteristics and situational factors which might predict reaction to a management training program and provides additional support to the

15. C.G. McClintock, "Personality Syndromes and Attitude Change," Journal of Personnel, 26 (1958), PP. 479-493., D. Katz and E. Stotland, "Preliminary Statement to a Theory of Attitudes," In S. Koch (Ed.) Psychology: A Study of a Science. Vol. III, McGraw-Hill, 1959., D. Katz, I. Sarnoff and C. McClintock, "Ego Defence and Attitude Change," Human Relations, 9 (1956), PP. 27-46.

16. Moon and Hariton, Op. Cit., PP. 36-41 .

17. Sykes, Op. Cit., PP. 227-243.

18. Stephen J. Carroll and Allan N. Nash, "Some Personal and Situational Correlates of Reactions to Management Development Training," Academy of Management Journal, 13, 2 (June, 1970), PP. 187-195.

findings of the previous research covered in this chapter. The subjects covered in the training program included; the supervisors' job, determinants of behavior, communication skills, work analysis and performance standards, introducing change, problem solving, and performance evaluation and review. An instrument was developed to measure participants' reactions to the management training program and their perceptions about certain aspects of their jobs, their subordinates, their biases of the organization, the training and development climate, and the reward-punishment system.¹⁹

Results of the study which indicate that reactions to management training programs may be quite specific, will be reviewed extensively below.

Motivational Factors: The data showed that participants who were more interested in being promoted planned to use the training on the job to a greater extent than participants who were less interested in promotion. Secondly, promotion oriented respondents thought that the training material was more applicable to their jobs. Thirdly, managers who saw a close relationship between their job performance and the reward system perceived the training program as being more applicable to their own jobs. Finally, managers who perceived a close relationship between job performance and salary increases planned to use the training program content on their jobs to a greater extent than managers who did not perceive this relationship.²⁰

19. Ibid., P. 190.

20. Ibid., PP. 191-192.

Satisfaction with Situation: The participants who were more satisfied with their pay and with the organization had more positive reactions to the training program. There was a negative relationship between the participants' opinion about the number of changes needed in the organization and their liking for the training.²¹

Perceived Support for the Programs: The perceived support from the higher level manager for the program was related to perception that the training program was applicable and helpful.²²

Relative Importance of Current Problems: As the degree of current concern about human relations problems increased, the liking for the program and perceptions that the program was beneficial increased. On the other hand, perception that making proper decisions was of high current concern had a negative relationship to a feeling that the training was helpful.²³

Job Characteristics: Participants who believed the program was helpful to them in the performance of their job were also those who perceive that they had greater autonomy in carrying out their jobs. They also reported that they had greater influence on their superior and a greater degree of control over their subordinates.²⁴

Personal Characteristics: Years of service with the company was significantly and positively related to a feeling that the training was helpful and that the number of previous management

21. Ibid., P. 192.

22. Ibid., P. 193.

23. Ibid., P. 193.

24. Ibid., PP. 193-194.

courses was related to plans to apply the training on the job. Secondly, there was a significant and positive relationship between age and concern over human relations problems. Finally, it was found that younger employees were more concerned about getting better organized and decision-making.²⁵

This study as has been stated supports the other research reviewed in this chapter by indicating that satisfaction with the job situation is an important determinant of reaction to training, and that satisfaction with the organization helps to determine whether a training program will succeed or fail in its objectives. As in the case of the other studies it also suggests that situational factors may interact with personal characteristics to determine either positive or negative reactions to training. Finally it suggests that if there is satisfaction with the organization there is a tendency to endorse and be satisfied with whatever the organization does, including its training program. Thus, there was a tendency for individuals with low job satisfaction to benefit less from training than those with higher levels of satisfaction.

SUMMARY

The studies reviewed in this dissertation suggest that:

- 1) In some instances an authoritative method of training may be more effective than a permissive approach such as the conference method, in decreasing absences, increasing course completions and improving the attitudes of participants.

25. Ibid., P. 194.

- 2) The dissatisfaction of participants may be positively correlated with their intelligence, their contact with senior management, and their length of service.
- 3) The effectiveness of training through the application of learned change is in some degree contingent upon the direction of change in the supervisors' perceptions and expectations of the role of management. Furthermore, training can produce negative results by decreased morale and increasing turnover and conflict with superiors if the course fails to improve the attitudes and behavior of top management. This suggests that positive attitudinal and behavioral change hinges upon the general organizational climate.
- 4) The effectiveness of training is partially dependent upon the quality of the instruction.
- 5) The greatest changes in participants' knowledge and attitudes are to be observed immediately following a training course.
- 6) There is little evidence of actual change in the job behavior of participants, although attitudinal and other changes were confirmed immediately following training.
- 7) Training effectiveness depends to some extent on the trainees' ability and motivation to learn and utilize the skills, behaviors, and ideas acquired in the training program.
- 8) Training is most effective for participants who before training, are satisfied with their jobs; have a high degree of job security; are satisfied with advancement; perceive themselves as having a high degree of authority; and have longer time on the job and in the organization.

- 9) Promotion-minded participants feel that training material is relevant and are more inclined to use skill acquired during the training on the job. Supervisors who see a close relationship between job performance and the reward system perceived that training is more applicable, and those who perceive a close relationship between job performance and salary increases will tend to use the content of the training program on their jobs.
- 10) There is generally a positive correlation between supervisors satisfaction with their pay and the organization and their reactions to the training program.
- 11) Perceived support from top management is related to perception that the training program is applicable and useful.
- 12) Participants who believe the program to be more applicable to their job, perceive that they have greater autonomy in carrying out their job, greater influence on their supervisor, and more control over their subordinates.

In general situational characteristics such as managerial attitudes and behavior, and organizational policy and philosophy may be contrary to the objectives of training and may prevent application of the trainees' learned behavioral, skill, or attitudinal change in the job environment. In addition, the greatest amount of change was observed in those supervisors who had top management as a reference group, who accepted the values of the organization, who felt secure in their positions and where group cohesiveness was high.

In this dissertation we have examined major issues related to the effectiveness of training programs in attaining short and longer-

range goals. While as we have seen, the vast amount of research that has been undertaken in this field has provided us with answers to several questions pertaining to the impact and effectiveness of various kinds of training programs, many other questions remain unanswered. For example, it is still unclear whether the changes which the program attempts to effect in the participant's behavior are determined from a valid analysis of the needs of the organization. It is also unclear whether the modes of behavior and the points of view learned in the program are consistent with what the participants learn in their daily contacts with their superiors. In addition, it was unclear whether the program design included methods for helping supervisors apply on the job what they learned.

CHAPTER VII

CONCLUSION

The principle objective of organizations in instituting training programs at the supervisory level is to improve organization performance by changing the attitudes and behaviors of the supervisors. The studies reviewed in this dissertation suggest that the extent to which the organization will attain these objectives will depend on a number of factors other than the design and content of the training program. A number of these factors were identified in the studies that evaluated the effectiveness of training programs. It was, for example, observed that training objectives can be more readily attained if the participants in the programs had a sense of security in their jobs, were satisfied with the progress they had made in the organization and were happy with the amount of authority and responsibility which their jobs afforded them. In addition to these more personal factors, other factors of a situational nature were shown to be determinants of the extent to which training programs met their objectives. For example, the organizational climate, as manifested by the policies and philosophies of top management, were shown to be related to the success of training programs. This is not surprising, as it is the attitudes and support of senior management that will, in part at least, determine whether behavior, skills and attitudes acquired during training persist after the trainees have left the training environment and are utilized in the actual performance of the job.

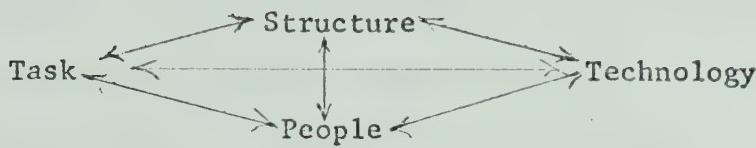
Training and Organization Outcomes

The objective of training programs as stated above, suggest that training falls into the category of "people approaches" for attaining organization outcomes identified by Leavitt. Indeed Leavitt's conceptual framework for understanding the processes of change in organizations offers an explanation of why training, by itself, might fail to attain it's declared objectives. He suggests that four basic types of organizational variables interact to determine organizational outcomes. These are:

- 1) Task which refers to the production of goods and services, including the large numbers of different but operationally meaningful subtasks that may exist in complex organizations.
- 2) Actors refers chiefly to people, but with the qualification that acts executed by people at some time or place need not remain exclusively in the human domain.
- 3) Technology refers to direct problem solving inventions like work-measurement techniques of machines or programs.
- 4) Structure refers to the systems of communication, systems of authority, and systems of work flow.¹

Mechanisms or programs structured around one category of variables and arrived at bringing about specific organizational outcomes assume that the other major categories of variables are in harmony with, or at least will not impede the attainment of these goals.

1. Harold J. Leavitt, "Applied Organizational Change in Industry: Structural, Technological and Humanistic Approaches," in James G. March, Handbook of Organizations, University of California, Irvine, Rand, McNally & Company, Chicago, P. 1145.



2

The diagram demonstrates that these four variables are interdependent, as shown by the arrows, so that change in any one variable usually results in compensatory or retaliatory change in others. The studies reviewed in this dissertation were all "people approaches" which attempted to change organizations by first changing the behavior of the organization's members. By changing human behavior it was felt that one could cause the creative invention of new tools, or one could cause modifications in the power structure. By either or both of these means supervisory training programs were expected to change human behavior which would, in turn, cause changes in task solutions, task performance, human growth and fulfillment.

"Technological" and "structural" approaches, in contrast, focus primarily on problem-solving mechanisms, sliding past the internal operations of the organization, and the processes by which new problem-solving means are generated and adopted into the organization.

Most of the studies dealt rather effectively with questions of affect and involvement, but avoided a key variable, "power". For example, several of the studies attempted to modify behavior by manipulating participation, while there was no attempt to effect change in senior management. This resulted in the supervisor having

two sets of attitudes; one for the training situation and one for the job environment. Other studies sought change through catharsis, with a specific lack of any follow-up action by trainers - a "power-free" human relations approach. Still other studies used morale and attitude surveys which sought to effect change by feeding back aggregate data so that the power groups might then modify their own behavior.

The short-lived effect of training could be attributable to the very anonymity of the process which represented an acceptance of the "power" status quo. The studies which dealt with sensitivity training tended to share some fundamental propositions about the nature of change in human beings and some techniques for effective change. These "power-equalization" approaches placed major emphasis on affect, with morale, sensitivity and psychological security. The "power-equalization" approaches shared a normative belief that power in organizations should be manifested in encouraging independent decision-making, decentralization, increased communications, and participation. In contrast to many of the studies reviewed which used group-discussion techniques, the studies which dealt with sensitivity training dealt with the power variable directly. The core of the theory of group development was that the principal obstacles to the development of communication are to be found in the orientations toward authority and intimacy that members bring to the group. The fact that the learned behavior change of the participants was not retained when they returned to the job environment could be attributable not only to leadership, but other processes of the organization as well. These processes

must ensure that all interactions and all relationships with the organization of each member will reflect his values, and expectations, view the training climate as supportive and one which maintains his sense of personal worth.

The lack of transferring the learned behavioral change to the job could also be attributed to senior management's assumptions of perfect rationality and it's suppression of affective elements. This and the traditional distributions of power and control tended to restrict human growth and the full use of human potentials in the organizations.

This seems to suggest that for training to be effective in achieving organizational performance, one does not either try to create high morale in order to achieve high productivity, nor does one pull back on work requirements enough to keep people happy. Instead, the "integrated management" approach could jointly maximize concern for persons and for task requirements. This approach, however, gives only partial recognition to the significance of non-human variables in organizational systems.

"Power equalization" may provide a key concept and a first step in the theoretical causal chain leading toward organizational change. Furthermore, it may be a subgoal to creative change in structure, technology, task-solving, and task implementation. This concept, if adopted by training planners could provide a useful tool in planning and implementing more effective training agendas.

Utilizing the "power-equalization" approaches could also increase communication channels and the amount of information flow over them, to widen the distribution of information, and to change it's nature. To change it's nature the "power-equalization" approaches may encourage the communication of affective as well as task information.

In general, the power equalization models work to move groups toward consensual decision-making; however, since most decisions become meaningless unless they are supported, commitment to the training objectives becomes a necessary condition for effective decision-making. On this point, learned behavior change could, in all likelihood be transferred to the job environment more readily if decision points were lowered in an organization to the level of the group.

Self imposed change may solve the problem of commitment of supervisors to supervisory training programs by avoiding the causes of resistance. It may also solve the manipulative weakness because it is self imposed. However, the tools needed to implement the "power-equalization" approaches to supervisory training must be essentially motivational. While sensitivity training was shown to have important effects on the supervisors it touched directly, the job environment was often not supportive of changes started in the group. In addition the other human relations or "people approaches" reviewed in this study were over-generalized in the sense that their developers felt that they were applicable everywhere. There are, however, large task areas in organizations in which the criteria of flexibility and capacity to deal with unprogrammed problems is still

important. In these areas several of the "people approaches" reviewed in this dissertation may still be justified. In more highly programmed task areas the criteria of effectiveness may be quite different. For example where speed, quantity of output and controllability are more important factors, the "people approaches" may have less relevance. In this sense the validity of the outcomes of supervisory training remains a critical and difficult issue. Because of this the findings of the empirical studies reviewed in this dissertation have been problematic at best.

BIBLIOGRAPHY

BOOKS

- Bass, B.M., "Leadership, Psychology and Organizational Behavior." New York: Harper, 1960. PP. 167-172.
- Beckhard, R., "Organization Development: Strategies and Models," Addison Wesley Publ. Co., Reading Massachusetts; 1969.
- Blake, R.R. and Mouton, J.S. "The Managerial Grid," Houston: Gulf Publishing Co., 1964.
- Fleishman, E.A., Harris, E.F. and Burtt, H.E. "Leadership and Supervision in Industry." In Sutermeister, People and Productivity, McGraw-Hill Book Co. N.Y., 1963, 410-425.
- Jennings, H.H., "Sociometry in Group Relations," American Council on Education, Washington, 1948.
- Katz, D., and Stotland, E., "Preliminary Statement to a Theory of Attitudes." In S. Koch (Ed.) Psychology: A Study of Science. Vol. III McGraw-Hill, 1959.
- Lewin, Kurt "Studies in Group Decision." In D. Cartwright and A. Zander Group Dynamics. Evanston: Row, Peterson and Company, 1952, 287-301.
- Lewin, K., "Dynamic Theory of Personality," McGraw-Hill, 1935.
- Maier, N.R.F., "Principles of Human Relations," John Wiley and Sons, New York, 1952.
- Thurstone, L.L. and Chave, E.J., "The Measurement of Attitude," Chicago: University of Chicago Press, 1929.

PERIODICALS

Abbatiello, Aurelius A. "An Objective Evaluation of Attitude Change in Training." Training and Development Journal, 21, 10 (October, 1967), PP. 23-34.

Andrew, K.R. "Is Management Training Effective?" Harvard Business Review, 35 (1957), PP. 85-94.

Argyle, M., et. al., "The Measurement of Supervisory Methods." Human Relations, 10 (1957), PP. 295-313.

Barthol, Richard P. and Zeigler, Martin, "Evaluation of a Supervisory Training Program with How Supervise?" Journal of Applied Psychology, 40, 6 (1956), PP. 403-405.

Bass, B.M., "Leadership Opinions as Forecasts of Supervisory Success." The Journal of Applied Psychology, 40, 5 (1956), PP. 345-346.

Bass, Bernard M. "Reactions of Twelve Angry Men as a Measure of Sensitivity Training." Journal of Applied Psychology, 46 (1962), PP. 120-124.

Bass, Bernard M. "Mood Changes During a Management Training Laboratory." Journal of Applied Psychology, 46, 5 (1962), PP. 361-364.

Baxter, B. et. al. "A Training Evaluation Study." Personnel Psychology, 6 (Winter, 1953), PP. 403-417.

Bellows, Roger M., et. al., "A Tool for Analyzing Training Needs." Personnel, 29, 5 (March, 1953), PP. 412-418.

Bellows, Roger, "The Management of Learning, Theory and Practice." Personnel Administration, 23, 1 (January-February, 1960) PP. 21-28.

Bellows, Roger, "The Management of Learning." Personnel Administration, 23, 2, (March-April, 1960) PP. 4-10.

Bird, M. "Changes in Work Behavior Following Supervisory Training." The Journal of Management Studies, 6, 3 (October, 1969), PP. 331-345.

Blake, R.R. and Mouton, J.S., "International Managerial Grids." Journal of American Society of Training Directors, 19 (1965), PP. 8-23.

Blake, R.R. and Mouton, J.S., "Some Effects of Managerial Grid Seminar Training on Union and Management Attitudes Towards Supervision." Journal of Applied Behavioral Science, 2 (1966), PP. 387-400.

Blake, R.R., et. al., "Breakthrough in Organization Development." Harvard Business Review, 42 (1964), PP. 133-155.

Blocker, Clyde E., "Evaluation of a Human Relations Training Course." American Society of Training Directors, 9, 3 (May-June, 1955), PP. 7-8 and P. 46.

Buchanan, P.C. and Ferguson, C.K., "Changing Supervisory Practices Through Training." Personnel, 30, 3 (November, 1953), PP. 218-230.

Buchanan, Paul C. and Ferguson Charles K. "Some Controversial Issues Concerning Supervisory Development." Personnel, 30, 6 (May, 1954), PP. 473-481.

Buchanan, Paul C. "Evaluating the Results of Supervisory Training." Personnel, 33, 4 (January, 1957), PP. 362-370.

Buchanan, Paul C. "Factors Making for Effective Supervisory Training." Personnel, 34, 5 (March-April, 1958), PP. 46-53.

Buchanan, Paul C. "A System for Evaluating Supervisory Development Programs." Personnel Journal, 31 (January, 1955), PP. 335-347.

Buchanan, Paul C. and Brunstetter, P.H., "A Research Approach to Management Improvement." American Society of Training Directors, 13, 1 (January, 1959), PP. 9-18.

Buchanan, Paul C., "Testing the Validity of an Evaluation Program." Personnel, 34, 3 (November-December, 1957), PP. 78-81.

Caldwell, Lynton K. "Determining Training Needs for Organizational Effectiveness." Personnel Administration, 26, 2 (March-April, 1963), PP. 11-19.

- Canter, R.R. "A Human Relations Training Program." Journal of Industrial Psychology, 35, 1 (1951), PP. 38-45.
- Canter, R.R. "The Use of Extended Control - Group Designs in Human Relations Studies." Psychology Bulletin, 48, 4 (July, 1951), PP. 340-347.
- Canter, Ralph R. "An Experimental Study of a Human Relations Training Program." Journal of Applied Psychology, 35, (February, 1951), PP. 38-45.
- Carroll, Stephen J. and Nash, Allan N. "Some Personal and Situational Correlates of Reactions to Management Development Training." Academy of Management Journal, 13, 2 (June, 1970), PP. 187-195.
- Castle, Peter F.C. "The Evaluation of Human Relations Training for Supervisors." Occupational Psychology, 26, 4 (October, 1952), PP. 191-205.
- Coch, L. and French, J.R.P. "Overcoming Resistance to Change." Human Relations, 1 (1948), PP. 512-532.
- Comrey, A.L. et. al., "Factors Influencing Organizational Effectiveness." I, II, III, and IV, Personnel Psychology, (1951-1954).
- Cross, J.L. "Return on Personnel Assets". Personnel Journal, 46, 9 (1967), PP. 502-507.
- DiVesta, Francis J. "Instructor - Centered and Student - Centered Approaches in Teaching a Human Relations Course." Journal of Applied Psychology, 38, (1954), PP. 329-335.
- Fleishman, Edwin A. "Leadership Climate, Human Relations Training, and Supervisory Behavior." Personnel Psychology, 8 (Summer, 1953), PP. 205-222.
- Fleishman, E.A. "The Description of Supervisory Behavior." Journal of Applied Psychology, 37 (1953), PP. 1-6.
- Fleishman, E., "The Measurement of Leadership Attitudes in Industry." Journal of Applied Psychology, 37 (1953), PP. 153-158.
- Form, William H. and Form, Arnold L. "Unanticipated Results of a Foreman Training Program." Personnel Journal, 32, 6 (November, 1953), PP. 207-212.
- Ghiselli, E.E. "A Scale for the Measurement of Initiative." Personnel Psychology, 9 (Summer, 1955), PP. 157-164.

- Goetz, Billy E. and Warren G. Bennis, "What we Know About Learning and Training," Personnel Administration, 25, 2 (March-April, 1962), PP. 20-23.
- Goodacre, Daniel M. "The Experimental Evaluation of Management Training; Principles and Practice." Personnel, 33, 6 (May, 1957), PP. 534-538.
- Gray, Irwin and Borecki, Theodore B., "Utilizing Objectives and the Concept of Phases in Planning; Supervisory Training Programs." Personnel Journal, 47, 5 (1965), PP. 343-346.
- Greenlaw, Paul S. "Management Development A Systems View." Personnel Journal, 43 (April, 1964), P. 210.
- Greiner, L.E. "Antecedents of Planned Organizational Change." Journal of Applied Behavioral Science, 3 (1967), PP. 51-58.
- Greiner, L.E. "Patterns of Successful Organizational Change." Harvard Business Review, XLV (1967) .
- Guetzkow, H., et. al., "An Evaluation of Educational Influence on Administrative Judgment." Administrative Science Quarterly, 6 (1962), PP. 483-500.
- Haire, M. "Some Problems of Industrial Training." The Journal of Social Issues, 4 (1948), PP. 41-47.
- Hamblin, A.C. "Personnel Officer and the Training Function: Results of a South Wales Survey." Personnel Management, 48, 375 (March, 1966), P. 8.
- Handyside, John D. "The Effectiveness of Supervisory Training - A Survey of Recent Experimental Studies." Personnel Management, 38, 336 (June, 1956), PP. 97-107.
- Harris, Edwin F. and Fleishman, Edwin A. "Human Relations Training and the Stability of Leadership Patterns." Journal of Applied Psychology, 39 (1955), PP. 20-25 .
- Hayes, John J. "Results of Training Supervisors in Democratic Concepts of Leadership." American Society of Training Directors, 10, 1 (January-February, 1956), PP. 24-27.
- House, Robert J. "An Experiment in the Use of Management Training Standards." Academy of Management Journal, 5, 1 (April, 1962), PP. 76-81,

House, Robert J. and Tosi Henry, "An Experimental Evaluation of a Management Training Program." Academy of Management Journal, 6, 4 (December, 1963), PP. 303-315.

House, Robert J., "Management Development is a Game." Harvard Business Review, 41 (July-August, 1963), PP. 130-143.

Jarrell, Donald and Frigiola, Joseph, "The Role of Training in Supervisory Development." Management of Personnel Quarterly, 9, 2 (Summer, 1970), PP. 11-14.

Jennings, E.E. "The Dynamics of Forced Leadership Training." Journal of Personnel Administration and Industrial Relations, 1, (1954), PP. 110-118.

Jennings, E.E. "Today's Group Training Problems: A Review and Summing Up." Personnel Journal, 36, 3 (July-August, 1957), PP. 86-89.

Karn, H.W. "Performance on the File-Renners Test, "How Supervise?" Before and After a Course in Psychology." Journal of Applied Psychology, 33 (1949), PP. 534-539.

Katz, D. Sarnoff, I. and McClintock, C. "Ego Defence and Attitude Change." Human Relations, 9 (1956), PP. 27-46.

Katzell, Raymond A. "Testing A Training Program in Human Relations." Personnel Psychology, 1 (Autumn, 1948), PP. 319-329.

Klubeck, S. and Bass, B.M., "Differential Effects of Training On Persons of Different Leadership Status." Human Relations, 7, 1 (1954), PP. 59-72.

Korb, David L. "How to Measure the Results of Supervisory Training." Personnel, 32, 5 (March, 1956), PP. 378-391.

Korman, Abraham K. and Jerdee, Thomas H. "Evaluation of Training." Personnel Journal, 38 (February, 1960), PP. 344-345.

Lasagna, John B., "Case Study in Supervisory Training." Training and Development Journal, 21, 1 (January, 1967), PP. 20-27.

Lawshe, C.H. et. al., "Studies in Management Training Evaluation: I: Scaling Responses to Human Relations Training Cases." Journal of Applied Psychology, 42, 6 (1958), PP. 396-398.

Levine, Jacob and Butler, John, "Lecture vs Group Decision in Changing Behavior." Journal of Applied Psychology, 36 (1952), PP. 29-33.

Lewin, K. "Frontiers in Group Dynamics." Human Relations, 1 (1947), PP. 5-42.

Lundberg, C.C., "Management Development Refocused." Personnel Administration, 29, 1 (1966), PP. 39-44.

MacKinney, A.C., "Progressive Levels in the Evaluation of Training Programs." Personnel, 34, 3 (November-December, 1957), PP. 72-77.

Mahoney, Thomas A., Jerdee, Thomas H., and Korman, Abraham, "An Experimental Evaluation of Management Development." Personnel Psychology, 13 (1960), PP. 81-98.

Maloney, P.W., "Reading Ease Scores for Files "How Supervise"? Journal of Applied Psychology, 36 (1952), PP. 225-227.

Manske, Fred A., "Supervisory Training." Training and Development Journal, 20, 9 (October, 1966), 44-51.

Manske, Fred A., "Supervisory Training." Training and Development Journal, 20, 9 (October, 1966), 44-51.

Martin, H.O. "The Assessment of Training." Personnel Management, 39 (1957), PP. 88-93.

McClintock, C.G., "Personality Syndromes and Attitude Change." Journal of Personnel, 26, (1958), PP. 479-493.

McGehee, William and Gardner, James E., "Supervisory Training and Attitude Change." Personnel Psychology, 8 (Winter, 1955), PP. 449-460.

McGehee, W. and Livingstone, D.H. "Training Reduces Material Waste!" Personnel Psychology, 5 (1952), PP. 115-124.

McGehee, W. and Livingstone, D.H. "Persistence of the Effects of Training Employees to Reduce Waste." Personnel Psychology, 7 (Spring, 1954), PP. 33-39.

Miles, Matthew B. "Human Relations Training, Processes and Outcomes." Journal of Counseling Psychology, 7 (1960), PP. 301-306.

Miles, Raymond E. "Attitudes Toward Management Theory as a Factor in Managers Relationships with their Superiors." Academy of Management Journal, 7, 4 (December, 1964), PP. 308-313.

Millard, K.A. "Is How Supervise? an Intelligence Test?" Journal Of Applied Psychology, 36 (1952), PP. 221-224.

Miner, John B. "The Effects of a Course in Psychology on the Attitudes of Research and Development Supervisors." Journal of Applied Psychology, 44, 3 (1960), PP. 224-231.

Moon, C.G. and Hariton, Theodore, "Evaluating an Appraisal and Feedback Training Program." Personnel, 35, 3 (November-December, 1958), PP. 36-41.

Newport, M.G., "Problems of Middle Management Development," Personnel Administration, 28, 2 (1965), PP. 17-20.

Noble, B.F., "Productivity, Employee Attitudes, and Supervisor Sensitivity," Personnel Psychology, 7, 2 (Summer, 1954), PP. 219-234.

O'Donovan, Thomas R. "Differential Extent of Opportunity Among Executives and Lower Manager." Academy of Management Journal, 5 (August, 1962), PP. 139-149.

Osterberg,W., "Evaluating Human Relations Training For Supervisors," Journal of Advanced Management, 18 (September, 1953), P. 26.

Papaloizos, A., "Personality and Success of Training in Human Relations." Personnel Psychology, 15 (1962), PP. 423-428.

Pelz, D., "Influence: A Key to Effective Leadership in the First-Line Supervisor," Personnel, (November, 1952).

Prieve, E.A. and Wentorf, D.A., "Training Objectives - Philosophy or Practice". Personnel Journal, 49, 3 (March, 1970), PP. 235-240.

Rich, Joseph M., "Measuring Supervisory Training; The Sociometric Approach." Personnel, 29, 1 (July, 1952), PP. 78-84.

Sartain, A.Q., "Relations Between Scores on Certain Standard Tests and Supervisory Success in an Aircraft Factory." Journal of Applied Psychology, 30 (1946), PP. 328-339.

Schein, Edgar H. "Attitude Change During Mangement Education." Administrative Science Quarterly, 11 (1966), PP. 601-628.

Schier, Wilbert E., "What's Ahead - In Personnel and Training". Personnel Journal, 39, 4 (September, 1960) PP. 126-129, 142.

Schwartz, S.L. and Gekoski, N., "The Supervisory Inventory," Journal of Applied Psychology, 44, 4 (August, 1960), PP. 233-236.

Simmonds, G.R., "Organization Development: A Key to Future Growth." Personnel Administration, 30, 1 (1967), PP. 19-24.

Smith, Peter B. and Honour, Trudie F., "The Impact of Phase I Managerial Grid Training." The Journal of Management Studies, 6, 3 (October, 1969), PP. 318-330.

Soik, Nile "An Evaluation of a Human Relations Training Program." Journal of the American Society of Training Directors, 13, 3 (1959), PP. 34-49.

Solem, Allen R., "The Posting Problems Technique as a Basis for Training". Personnel Administration, 24, 4 (July-August, 1961), PP. 22-30.

Spector, Aaron J. "Changes in Human Relations Attitudes." Journal of Applied Psychology, 42, 3 (1958), PP. 154-157.

Speroff, B.J. and Heydrick, A.K. "Union-Management Reactions to Human Relations Training." Personnel Journal, 34, 8 (January, 1956), PP. 292-294.

Stockard, James G. "Earmarks of the Modern Training Specialist." Personnel Administration, 24, 6 (November-December, 1961), PP. 36-38.

Stroud, Peggy V., "Evaluating a Human Relations Training Program." Personnel, 36, 6 (November-December, 1959), PP. 52-60.

Sykes, A.J.M. "The Effects of a Supervisory Training Course in Changing Supervisors' Perceptions and Expectations of the Role of Management." Human Relations, 15 (August, 1962), PP. 227-243.

Tannenbaum, Arnold S., "Personality Change as a Result of an Experimental Change of Environmental Conditions." Journal of Abnormal and Social Psychology, 54 (1957), PP. 404-406.

Toussaint, M.N. and Munson, D.E., "How Not to Conduct a Management Training Program." Personnel Administration, 26, 5 (1963), PP. 12-20, 29.

Walker, C.L., Jr. "Education and Training at International Harvester." Harvard Business Review, 27 (1949), PP. 542-558.

Weitz, J. and Nuckols, R.C., "A Validation Study of "How Supervise?" Journal of Applied Psychology, 37 (1953), PP. 7-8.

Wickert, F.R., "How Supervise?" "Scores Before and After Courses in Psychology." Journal of Applied Psychology, 36 (1952), PP. 388-392.

Wickert, F.R. "Relation Between How Supervise?, Intelligence and Education for a Group of Supervisory Candidates in Industry," Journal of Applied Psychology, 36 (1952), P. 303.

Wilson, W.H. and Miller, D.E. "A Two-Hour Leadership Laboratory." Training and Development Journal, 22, 1 (1968), PP. 12-16.

Winerman, Beatrice, Eugene P. Drarin, and Edward F. Staniford, "Further Employee Education in State and Federal Governments." Personnel Administration, 23, 1 (January-February, 1960), PP. 37-43.

Winn, A., "Training in Administration and Human Relations." Personnel, 30, 2 (September, 1953), PP. 139-149.

APPENDIX A

A PRELIMINARY WRITE UP OF AN EXPLORATORY STUDY ON THE EFFECTS OF SUPERVISORY TRAINING

This study of Supervisors in the Civil Service contains the original research material on which I based my analysis to identify the learned change of supervisors who participated in a training program which can be measured immediately following the training program.

TABLE OF CONTENTS

PART	Page
I. THE PROBLEM AND ITS SIGNIFICANCE	104
Purpose of the Study	104
Major Objective	104
Description of Supervisory Training Program	105
Who were Trained	105
Basis of Selection	105
Topics for Discussion	106
How the Supervisors were Trained	107
Criteria for Evaluation	108
Scope and Limitations of Study	108
Design of Exploratory Study	111
II. VALIDATION OF THE MEASURING INSTRUMENT	113
Validation of Supervisory Attitude Survey Questionnaire	113
Development of Parallel Attitude Scales	
Pattern Analysis	118
Validation of Open-Ended Discipline Questionnaire	121

PART	Page
Validation of Open-Ended Communication Questionnaire	124
Validation of Leadership Style Questionnaire	126
III. EVALUATION OF THE EXPERIMENTAL GROUP	130
Supervisory Attitude Survey	130
Procedure	130
Results of Supervisory Attitude Survey	132
Magnitude of Change	136
Supervisory Situation Survey	140
Procedure	140
Results of Supervisory Situation Survey	142
Discussion	149
Summary	151
Suggestions for Further Research	153
APPENDIXES	155
A-1 Supervisory Attitude Survey Questionnaire, Scoring key, Situational Response Survey Questionnaire, Leadership Style Questionnaire, Scoring Key	156

PART	Page
A-2	Frequency Distribution of Supervisory Response on Attitude Survey for Experimental Group; Frequency Distribution of Supervisory Responses on Situational Survey for Experimental Group 167
A-3	Preliminary Comparative Validation Analysis of Scale A Pre-Test with Scale B Post-Test on Supervisory Attitude Questionnaire; Preliminary Comparative Validation Analysis of Scale B Pre-Test with Scale A Post-Test on Supervisory Attitude Questionnaire; Preliminary Validation Analysis Pre and Post-Test on the Discipline Section of the Situational Survey; Preliminary Validation Analysis of the Leadership Opinion Questionnaire. 204

LIST OF TABLES

TABLE	Page
1. Criteria for Testing Results of the Training Program	111
2. Preliminary Attitude Scale	114
3. Revised Supervisory Attitude Survey	119
4. Summary Score of Preliminary Attitude Survey	121
5. Discipline Questionnaire	123
6. Situational Survey (Discipline Questionnaire) Summary of Responses	124
7. Percentage Responding Low "Consideration" and High "Consideration" on Selected Human Relations Items (Validation Analysis)	128
8. Supervisory Attitude Survey Pre and Post Scores (Analysis, Summary of Scores and Equations)	135
9. Supervisory Attitude Survey (Net Cumulative Adjusted Frequency Percent Change on the "Consideration" and "Initiating Structure" Dimensions)	138
9.a Percentage of Supervisors Responding High "Consideration" on Supervisory Attitude Survey Pre and Post Test with Experimental Group	139
10. Analysis of Supervisory Situational Scores for Supervisors with Intervening Training	144
11. Cumulative Adjusted Frequency Percent Change on "Consideration" Dimension	145
11.a Percentage of Supervisors Responding Very Low and Low "Consideration" on Behavioral Situational Survey Pre and Post-Test with Experimental Group.	145
12. Comparison of Meanchange Scores; Mean, Variance and Standard Deviation, of both the Supervisory Attitude Survey and the Supervisory Situational Survey for the Experimental Group	148

PART I

AN EXPLORATORY STUDY ON THE EFFECTS OF SUPERVISORY TRAINING

The Problem and its Significance

The object of this dissertation is the development of validation criteria and exploratory evaluation of a supervisory training program in a large organization.

Purpose of the Study

To develop and validate a research instrument which may be used to evaluate the effectiveness of certain Human Relations aspects of supervisory training, through the identification of change in the supervisor's attitudes, knowledge and leadership behavior immediately following the completion of a training program.

Major Objective

The overall goal of this exploratory and descriptive study is to identify the learned change of the participants who have participated in a training program which can be measured immediately following training and which may lead to the formulation of suggestions for further testing.

Description of the Supervisory Training Program

Who Were Trained

The trainees included in the present program were employed in first, second and third level supervision in various departments of the public service throughout the province.

Basis of Selection

- 1) Personally initiated demand for training by the Supervisors themselves.
- 2) On the recommendation of the superior as a result of either a weakness in the supervisor's performance or as a planned development program.
- 3) Selected by the departmental personnel officer either;
 - a) by random selection,
 - b) by geographic preference,
 - c) by experience.

A total of 4,000 Supervisors participated in the training programs out of which four hundred samples were randomly selected. From this sample sixty-nine were selected for evaluation from the

Edmonton and Calgary areas and evaluative data was obtained for this group.

The average years of experience in Supervisory work as first line supervisors or higher was 8.5 years, the average years of education was 14.8, the average age was 43.7; and the average experience in the public service was 13.2 years.

Topics for Discussion

The topics for the supervisory training programs were specified for each day of the course and included motivation, communication, personnel practices, performance appraisal and employee relations. However, the sub-topics within the foregoing topics were not specified. The emphasis on the course content of the programs stressed the practical applications to Human Relations in the Civil Service. Further, cases and methods used in the training program were based on prior experience. In addition, several sub-topics or problems experienced by the supervisors were included as part of the course content.

In planning the topics and their details the trainers were in-

fluenced by their experience with earlier groups of trainees in the Civil Service. Generally, one day of conference time was devoted to each topic.

How the Supervisors were Trained

In total the series of programs had twenty-nine groups with fifteen participants in each group. For the most part the programs were one day in duration for a total of seven hours of instruction, group discussion and role-playing. The total number of hours involved in the programs was 3,045 with all of the sessions held on company time. Attendance was voluntary rather than compulsory; the incentives were based on the respondent's chance to get solutions to his specific supervisory problems. In other words, the emphasis was placed on the supervisor's opportunity for self-improvement. No grades or examinations were administered.

Generally, the discussion method was used throughout the training programs; no lectures were used; however, case study and role-playing was included in the training courses. In addition, psychodrama was employed as a training technique - that is, de-dramatization of traumatic experience in order to reveal the nature of the supervisor to give him confidence to handle himself - was an integral part of the programs.

In essence the conference sessions were not directed by the staff

development officer to conform to a predetermined outline, instead, the instruction focussed on the problems of the individual supervisors. Summaries were prepared in advance of the training to serve as a guide for the conference leader. These included several alternative cases and a quantity of resource materials which were prepared and distributed to all participants to be used as reference notes.

Overall, emphasis was laid on case material with the conference leader acting as a catalyst rather than taking an active part in directing the path of discussion. That is, the conference leader did not attempt to force his own opinions on the members of the training group, instead, he directed and coordinated the group. In this way his central role was that of a resource person who was aware of the training process and acted as a catalyst in the process.

Criteria for Evaluation

Scope and Limitations of Study: The choice of criteria for this exploratory study was determined by the definition of objectives sought in the training.

The survey of the literature revealed several different levels or degrees of objectives, all of which seemed to be relevant for an exploratory study of training. The survey of the literature clearly demonstrated, for example, that the immediate objectives of training may concern the achievement of specific knowledge, skills, or attitudes among those supervisors trained.

A second level of objectives discussed in the survey of the literature concerned improved job performance of the supervisors participating in the training program. In addition, a third level of objectives discussed in the survey of the literature concerned the desired impact upon organizational performance which might be measured in terms of growth, costs, returns, turnover, and other indices of organizational performance. In one sense the third level of objectives, organizational performance, was most meaningful because the overall goal of training is change in organizational performance. However, since organizational performance is influenced by many factors outside the realm of the training program, the measures of organizational performance were not relevant for an exploratory study of this kind.

This study was limited to the evaluation of the immediate objectives of supervisory training concerning the achievement of specific knowledge, skills, or attitudes among those supervisors trained. Achievement of these immediate objectives was considered important, however, because of the assumed impact upon the job performance of those supervisors trained. In addition, without immediate changes in knowledge, skills or attitudes of the supervisors it would seem to be meaningless to evaluate the intermediate objective of training, or job performance change.

One word of caution, however, logical relationships between achievement of the immediate objectives of supervisory training and the ultimate objective of changed organizational performance may not exist.

This fact was demonstrated in the review of the literature where it was found in several instances that changes in knowledge, skill, and attitude which occurred in a training program were not translated into either changed job performance of the supervisors or changed organizational effectiveness.

In sum the limitations of criteria based upon immediate training objectives should be realized by the reader, and conclusions of effectiveness limited to the specific measures employed.

This exploratory study was concerned with determining whether or not that supervisors participating in a training program indicated any changes in their knowledge, skills, or attitudes as a result of the training program. The programs did have other objectives besides that of providing trainees with information which was likely to change their Human Relations aspects of their job such as work simplification, control systems, and planning.

The research described in this study then, is an assessment of only several aspects of these programs and should not be construed as an overall evaluation of the training provided.

A second point is the meaning attached to such terms as "changes in knowledge,","changes in skills," or "changes in attitudes." When phrases of this nature are used in this exploratory study they are not intended to imply the type of major alteration in work procedures;

instead the changes in behavior and attitude referred to in this study are the anticipated small modifications in work behavior which may be within the scope of this study. However, based on prior evidence changes in task distribution and production may be affected as the result of the attitude and behavioral change of the participant. However, these non-human relations objectives of the training program are beyond the scope of this study.

Design of Exploratory Study

The design approach used in this exploratory study involved applications of the instrument both before and after completion of the training to the trained group.

Achievement of the experimental group was compared before and after training to measure the learned behavioral change associated with the training program.

Table 1. Criteria For Testing
 Results of the Training Program

<u>Objectives of Training Program</u>	<u>Criteria</u>
To achieve significant improvement in:	
1. Attitude toward the employer.	Attitude Scale
2. Attitudes toward employees.	Attitude Scale
3. Job Satisfaction.	Attitude Scale

- | | |
|--|----------------|
| 4. Self-confidence in dealing with: | Attitude Scale |
| Understanding human behavior | |
| Decision-making | |
| Selecting employees | |
| Developing & improving employees | |
| Job evaluation | |
| 5. Knowledge of: | |
| Human behavior | |
| Decision-making | Supervisory |
| Selecting employees | Situational |
| Developing & improving employees | Scale |
| Job evaluation | |
| 6. Leadership Behavior in the job environment. | |
| Handling people | * Leadership |
| Decision-making | Opinion |
| Selecting employees | Scale |
| Developing & improving employees | |
| Job evaluation | |
| Overall job performance | |

The program was evaluated in terms of immediately obtainable criteria and used the following evaluation instrument:

- A) Supervisory Attitude Survey
- B) Supervisory Situational Survey
- ** C) Leadership Opinion Questionnaire

* Note: This scale was validated but was not used in the study.

** Note: This instrument was validated but was subsequently not used as a result of sampling problems.

PART II

VALIDATION OF THE MEASURING INSTRUMENT

Validation of Supervisory Attitude Survey Questionnaire

An attitude scale was developed to measure Human Relations; some items dealt with principles while others were concerned with every day supervisory practices. The attitude scale was constructed from 252 statements derived from various sources which included File Remmers, "How Supervise?" Form A and B; Kirkpatrick's "Supervisory Inventory on Human Relations;" and Castle's "Attitude Scale." From this list of 252 statements, 32 were selected; the remainder being eliminated either because of predictability or because they were thought to be leading questions. This selection process was carried out by asking a group of training specialists, most of whom were giving training in human relations, to select the items according to whether they were in agreement or disagreement with the statements validity.

The resulting 32 statements were constructed into two scales, each composed of sixteen statements. After each statement was printed "strongly agree: agree: uncertain: disagree: strongly disagree." One of the five judgements was to be underlined. The sixteen statements in the scales A and B are provided below in Table 2.

Table 2.Preliminary Attitude ScaleScale A

1. A Supervisor is responsible for trying to see that his workers enjoy their work.
2. Supervisors, since they cannot alter the higher policies of the firm, can do little to improve morale in their own departments.
3. If Management asks a supervisor to make a change affecting some of his workers, it is a sign of weakness for him to discuss it with the workers first.
4. A good way of handling a dissatisfied worker is to report him to the management and let them deal with him.
5. A reprimand is more effective when given in front of others.
6. There are times when a Supervisor should not give all his workers the same treatment.
7. The Supervisor should try not to spend much time dealing with his workers' personal problems.
8. It does not matter much what the workers are thinking, provided they are getting out production fairly well.
9. The good supervisor is not afraid of making mistakes.
10. The more the Supervisor takes the C.S.A. representative into his confidence, the better.
11. A good way of dealing with slackers is to transfer them to jobs they do not like.

12. If a Supervisor loses the power to award increases in pay, he loses the only incentive at his disposal.
13. If an offence has been committed and the Supervisor cannot find out who has done it, it would be wrong to punish the whole department.
14. Most workers only come to work to get what they can out of it.
15. If one worker complains about another, the Supervisor should refuse to listen.
16. The Supervisor should not give orders so much as try to explain the reason why this or that action has to be taken.

Scale B.

1. It makes a lot of difference to the average worker how his Supervisor treats him.
2. A good Supervisor will not confess to his workers that he has made a mistake.
3. Most young workers of today have had too soft an upbringing.
4. Sarcasm may be a very good way of dealing with young workers who disobey rules.
5. The best supervisor is often the most unpopular.
6. A supervisor should be able to handle his workers in such a way that he need not have the power of dismissing them.
7. Most workers are secretly quite pleased when the supervisor slips away.

8. The supervisor should take the view that management is always right.
9. There is no harm in a Supervisor having one of his workers as a close friend.
10. The supervisor should always try to make clear to his workers what the management intends.
11. A good supervisor will not allow the C.S.A. representative to participate in any way in the running of the group.
12. A supervisor should never make an exception.
13. If a worker comes to the supervisor angry about something, the supervisor should listen sympathetically to all his troubles, even if he thinks they are stupid.
14. Since reducing costs is primarily the concern of management, the supervisor need not discuss this sort of thing with workers.
15. One will never really get good discipline again until there is a que-que outside the gate.
16. If one of his workers frequently comes in late, the first thing the supervisor should do is to find out why.

A scoring key was constructed by asking members of the Development Division to classify each item according to whether it was in agreement or disagreement with the desired attitude. Using this approach, each item was considered either "positive" or "negative". Endorsement of "Agree" to a negative item is scored as one "error"; endorsement

of "Strongly Agree" as two errors. Similarly for the positive items, "Disagree" is one error, and "Strongly Disagree" is two. "Uncertain" was not scored.

The scoring key for both scales is included below:

<u>Item</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1	2	1			
2	2	1			
3	2	1			
4	2	1			
5	2	1			
6				1	2
7	2	1			
8	2	1			
9				1	2
10				1	2
11	2	1			
12				1	2
13				1	2
14	2	1			
15	2	1			
16				1	2

It was assumed, based on the evidence of a number of authors in the review of the literature that a high error score on an attitude scale may be associated with poor attitudes. On the other hand a low error score may be less valid, since it is often not difficult for the supervisor to guess which is the correct or desirable answer, even though he may in fact not agree with it.

To compensate for the second-guessing effect, and predictability of the statements, Scale A was administered to a group of 17 supervisors before training and a different group of 18 supervisors after training.

The clusters of the responses of the two groups pre and post, and the difference in the clusters were analysed pre and post. Where both groups indicated a common agreement or disagreement with the statement, the statement was discarded from the questionnaire. Only those statements which represented a spread of attitudes pre and post were retained. See for example Appendix 3 for pattern analysis of statement responses.

Similarly Scale B was administered before and after training to the two groups. For the first group Scale B was used as a pre test and Scale A was used as a post test, and for the second group Scale A was used as a pre test and Scale B was used as post test. Also see Appendix 3 for description of pattern analysis.

Pattern Analysis

Only those statements which indicated a spread of values from strongly disagree to strongly agree were retained for the attitude survey.

The revised version of the Supervisory Attitude Survey is included in Table 3. Where responses obtained from the statements were consistent and pointed in the same direction (High degree of clustering), the statements were discarded. Finally, the Attitude Survey was administered to line management for their assessment of the validity of the instrument. See Table 4 which shows the summary scores and the preliminary attitude survey.

Table 3.Revised Supervisory Attitude Survey

Please indicate whether you strongly agree with (SA), Agree with (A), are uncertain about (?), disagree with (DA), or strongly disagree with (SDA) the following statements:

SA	A	?	DA	SDA
----	---	---	----	-----

1. A new employee's ability to do a given piece of work is always a sure sign that he is satisfied with his job and has been properly placed.

2. A supervisor should be able to handle his staff in such a way that he need not have the power of dismissing them.

3. A supervisor should encourage regular social activities, such as staff curling team, golf, etc., among his staff.

4. A supervisor should quickly admit to his staff when he has made a mistake.

5. A supervisor should try not to spend much time dealing with his staff's personal problems.

6. Attitudes are usually based on a careful study of the facts.

7. Every member of your staff should be told frankly and quickly if his work deteriorates.

8. Explaining the duties and responsibilities of your own job to your staff is a waste of time, as well as a bad policy.

SA A ? DA SDA

9. If an employee is not happy with his job at a low level, he will probably not be satisfied with a higher level job.
10. Most employees are secretly quite pleased when their supervisor is not around.
11. Most young workers of today have had too soft an upbringing.
12. The biggest motivators for most of our staff are to be paid at the end of the month and to be told what to do.
13. The biggest reason that employees' attitudes towards the Government deteriorate is that they don't feel they are paid enough.
14. The more the supervisor takes the C.S.A. representative into his confidence, the better.
15. The way a person is treated by his fellow workers is a big factor in whether he likes his job or not.
16. You should never ask anyone to criticize his or her own work.
17. Discipline means some form of punishment or reprimand for an employee's mistakes.
18. You should tell your staff only what they need to know to do their job.
19. Any change in the public service has to start at the top and work downwards.
20. There is no harm in a supervisor having one of his staff as a close personal friend.

Table 4. Summary Score of
Preliminary Attitude Survey

<u>Scale A</u>	<u>Score</u>	<u>Scale B</u>	<u>Score</u>
1	-0.9	1	-1.9
2	+1.4	2	+0.8
3	+1.2	* 3	+0.1
4	+1.1	4	+1.4
5	+1.4	5	+1.0
6	-0.5	* 6	-0.7
* 7	+0.3	* 7	+0.2
8	+1.2	8	+0.7
9	-0.7	* 9	+0.2
* 10	+0.2	10	-1.1
11	+1.2	11	+0.4
12	+0.8	12	+0.9
13	-1.2	13	-1.2
14	+0.9	14	+0.8
15	+0.7	15	+1.2
16	-0.9	16	-1.2

Behavioral Situational Response Survey

Validation of Open-Ended Discipline Questionnaire

A series of open-ended statements which measured the degree of supervisor "Human Relations" orientation towards discipline was administered to several groups of first and second level supervisors (see for example, Table 5). A pattern analysis was developed and scored by several training specialists and the writer. A modified five-point Likert Scale was used. A score of one designated very low "Consideration"; a score of five designated very high "Consideration"; and a score of three designated neutral

***Note:** These statements were used in the revised supervisory attitude survey. The rest of the statements above were discarded and replaced by statements that indicated a spread of values from strongly agree to strongly disagree.

"Consideration". In essence a Supervisor that was high in the Human Relations aspects of his job was considered high in "Consideration". A Supervisor who was highly "task" oriented was considered to be low in "Consideration". Similarly a Supervisor who demonstrated responses of an Authoritarian leader was considered low on "Consideration". The pattern analysis of the eight open-ended statements selected for the discipline questionnaire are included in Appendix 3. The frequency distribution of responses obtained from these statements show a consistent spread of values from high "Consideration" to low "Consideration", and were therefore considered a reliable measure of the Supervisor's orientation towards discipline (see for example Table 6 for Summary of Analysis). As a final validation check, the instrument was administered to a group of middle managers for "authority evaluation by projection" to determine how the superior perceived his subordinate supervisor should react to the situation.

B) Table 5. DISCIPLINE QUESTIONNAIRE

- 1) The Government introduces a new regulation; after 2-3 months you find that most of your staff are disregarding it.
- 2) Your "boss" gives you a bawling out in front of some of your staff.
- 3) Two of your staff have had an argument during lunch time. You need both of them to work together to get an important piece of work out this afternoon.
- 4) One of your long-service employees who is a good worker appears to be wasting time.
- 5) One of your employees insists in doing a job in his own way, even though you have told her the preferred way.
- 6) One of your most conscientious employees returns from lunch an hour late.
- 7) Your steno asks for the afternoon off because her mother has just gone into hospital. You tell her you can't afford to let her off, but she is absent anyway.
- 8) One of your staff has a suspicious pattern of one day casual sick leave absences before or after long weekends.

Table 6. Situational Survey
(Discipline Questionnaire)

		Cumulative Adjusted Frequency Percent on the Consideration Dimension
1)	Low Consideration	47.8%
	High Consideration	52.2%
2)	Low Consideration	42.0%
	High Consideration	58.0%
3)	Low Consideration	56.0%
	High Consideration	44.0%
4)	Low Consideration	33.4%
	High Consideration	66.6%
5)	Low Consideration	42.0%
	High Consideration	58.0%
6)	Low Consideration	37.5%
	High Consideration	62.5%
7)	Low Consideration	54.2%
	High Consideration	45.8%
8)	Low Consideration	50.0%
	High Consideration	50.0%

Validation of Open-Ended Communication Questionnaire

A series of open-ended statements which included measures of ability to appraise the subordinate supervisor's performance and motivation was administered to several groups of first and second level supervisors in a manner similar to the validation of the Discipline Questionnaire. A pattern analysis was developed and the statements were scored by the

training officers and the writer. In all other respects the Pattern analysis was conducted in the same manner as the foregoing discipline questionnaire. Because of space limitations, this analysis was not included in the study. However, the methodology used was identical to the validation of the discipline survey. See Appendix I for an example of the revised situational response survey and the scoring key.

Validation of Leadership Style Questionnaire

The Leadership Style Questionnaire was designed to measure the style of leadership a Supervisor employs in the job situation both prior to training and the indicated impact or change in style as a result of being subjected to a training program in Human Relations, which may in turn change his approach to the Human Relations aspects of his job.

The final version of the questionnaire was developed from an initial seventy-two statements selected by a committee of trainers on the basis of reliability and freedom of predictability. In addition, the statements were administered to a group of supervisors prior to a training program and scored on the five point Likert Scale. A score of one was assigned to "Dictatorial"; a score of two was assigned to "Benevolent Autocrat"; a score of three was assigned to "Neutral"; a score of four was assigned to "Democratic"; and, a score of five was assigned to "Laissez Faire." As a final validation of the evaluation instrument, the questionnaire was administered to a selected group of middle-managers for "authority evaluation by projection". The leadership opinion questionnaire in its revised version contains 40 parallel items and is filled out by the supervisor himself. The score was transformed to two reliable and factorially independent dimensions called "Consideration" and "Initiating Structure" to follow the trend of both the attitude survey and the situational survey. The leadership opinion questionnaire is thought to reflect the supervisor's own attitudes about

how work groups should be led. The 40 items in the questionnaire consist of twenty-six on the "Consideration" dimension and fourteen on the "Initiating Structure" dimension. Because of administrative and sampling problems, this questionnaire was omitted from the study. However, a validation analysis was performed and is included in Appendix 3. A summary of responses to this analysis is included in Table 7. The revised leadership opinion questionnaire can be seen in Appendix 1 of this study along with the scoring key which is considered reliable for further evaluation of human relations training programs.

Table 7 below shows the methodology used in selecting the 40 items for the final version of the questionnaire. Generally the statements which demonstrated the greatest spread of values from low to high consideration were retained; the statements that did not demonstrate a spread of values were considered suspect and discarded because they were not considered reliable measures in terms of predictability.

Table 7, column 3 shows the percentage low consideration; column 4 shows the percentage of high consideration; and column 5 and 6 show the direction of the responses, whether in the direction of high consideration or away from it. Of the 56 items, 34 show high consideration without intervening training which may indicate that the majority of supervisors are relatively high on the consideration dimension without the training effect. Column 2 indicates six additional items that may be

suspect because of a lack of spread of values from high to low consideration and possibly should be deleted from the questionnaire.

Table 7. Percentage Responding Low "Consideration" and High "Consideration" on selected Human Relations Items (Validation Analysis)

<u>Item</u>	<u>Low Consideration</u>		<u>High Consideration</u>	<u>Direction of Responses</u>	
	<u>Adjusted Frequency</u>	<u>(Percent)</u>	<u>Adjusted Frequency</u>	<u>Toward H. C.</u>	<u>Away from H. C.</u>
1	2	3	4	5	6
1)	X	95.0	5.0		X
*2)	X	4.4	95.6	X	
*3)	X	0.0	100.0	X	
4)		33.3	66.7	X	
5)		41.1	58.9	X	
6)		52.6	47.4		X
7)		25.0	75.0	X	
*8)	X	4.2	95.8	X	
9)		16.7	83.3	X	
10)		33.3	66.7	X	
*11)	X	0.0	100.0	X	
*12)	X	9.1	90.9	X	
13)		38.5	61.5	X	
14)	X	0.0	100.0	X	
*15)	X	0.0	0.0		
*16)	X	13.6	86.4	X	
17)		56.5	43.5		X
18)		65.0	35.0		X
19)		81.8	18.2		X
20)		58.8	41.2		X
21)		61.5	38.5		X
22)	X	9.5	80.5	X	
23)		86.4	13.6		X
24)		47.1	52.9	X	
*25)	X	9.5	90.5	X	
*26)		20.0	80.0	X	

Table 7. "Continued"

27)		50.0	50.0	X	X
28)		23.5	76.5	X	
29)		16.7	83.3	X	
*30)	X	0.0	100.0	X	
31)	X	100.0	0.0		X
32)		15.0	85.0	X	
*33)	X	0.0	100.0	X	
*34)	X	0.0	0.0		
*35)	X	0.0	100.0	X	
36)		83.3	16.7		X
37)		46.6	53.4	X	
38)		45.4	54.6	X	
39)		40.0	60.0	X	
*40)	X	0.0	100.0	X	
41)		26.6	73.4	X	
*42)	X	3.7	96.3	X	
43)		75.0	25.0		X
44)		21.1	78.9	X	
45)		88.3	11.7		X
46)		50.0	50.0	X	X
47)		68.4	31.6		X
48)	X	0.0	100.0	X	
49)		76.2	23.8		X
50)		81.5	18.5		X
*51)	X	0.0	100.0	X	
52)		55.0	45.0		X
53)		55.0	45.0		X
54)		52.4	47.6		X
55)		68.8	31.2		X
56)	X	91.7	8.3		X

PART III

EVALUATION OF EXPERIMENTAL GROUP

Supervisory Attitude Survey

Procedure: A measure of attitude toward various aspects of the supervisory work was developed and administered to the trainees in the usual pre and post test design. These measures included: Attitude toward job satisfaction, attitude toward discipline, attitude toward social activities, attitude toward routine administrative functions,

attitude toward interpersonal relationships, attitude towards imposing one's wishes on others, attitude towards communication, attitude toward advancement, attitude toward pay as a motivator, attitude toward group interaction, attitude toward dissemination of information, and attitude toward organizational change. The responses of the supervisors were categorized from strongly agree, agree, uncertain, disagree and strongly disagree. The responses were then scored by a group of training officers using a modified five point Likert Scale; and transformed to the "Consideration" and Initiating Structure" dimensions. Very low consideration received a score of one; low consideration two; neutral consideration three; high consideration four; and very high consideration five. The "Initiating Structure" dimension was scored in the same manner. For the purposes of this study, a high score on the "Consideration" dimension characterized supervisory behavior indicative of friendship, mutual trust, respect, a certain warmth between the supervisor and his workers, and consideration of their feelings. A low score on this dimension indicated that the supervisor was more authoritarian and impersonal in his relations with group members. Generally this dimension was thought to come closest to reflecting the "human relations" aspect of group leadership. The "Initiating Structure" dimension reflected the extent to which the supervisor defined or facilitated group interactions toward goal

attainment. A high score on this dimension characterized supervisors who played a more active role in directing group activities through planning, communicating, scheduling, criticizing, and trying out new ideas.

After the supervisors had completed the questionnaire, their responses were examined statistically to determine whether there were groups or clusters of items which tended to be highly related and which demonstrated change in the direction of improved "Human Relations" attitudes. In this study the frequency distribution demonstrated that clusters appeared with sufficient clarity in both the before and after responses to be analysed, both independently and as part of the total score. The methods used in defining the clusters and their interpretations are discussed in detail below.

Results: Table 8 shows the mean change-score, the mean, the variance, and the standard deviation. The results showed a mean score of 195.5 before training with a mean score of 198.5 after training; a mean change score of +3.0. Similarly, the standard deviation score prior to training was 28.1, with a standard deviation score of 31.9 after training, a positive change of 3.8. It is clear from Table 8 that no significant differences exist in mean scores before and after training period. Furthermore, the change in the standard deviation is not

significant. Since the study did not include a control group, it is difficult to determine if the mean scores would not have been significantly different on the control group indicating adequate matching.

The data would seem to suggest, however, that the intervention of training in some way affects the stability of supervisory attitudes. Although the group means are not statistically significant before and after training, there is apparently a differential effect of such training on the attitudes of different supervisors within the trained group. This is discussed in the following description of the magnitude of attitude change.

Supervisory Attitude Survey

PRE SCORE $(X - U)^2$

1)	202	-	195.5	=	$(6.5)^2$	42.25
2)	186	-	195.5	=	$(-9.5)^2$	90.25
3)	201	-	195.5	=	$(5.5)^2$	30.25
4)	209	-	195.5	=	$(13.5)^2$	182.25
5)	184	-	195.5	=	$(-11.5)^2$	132.25
6)	182	-	195.5	=	$(-13.5)^2$	182.25
7)	246	-	195.5	=	$(50.5)^2$	2550.25
8)	220	-	195.5	=	$(24.5)^2$	600.25
9)	204	-	195.5	=	$(8.5)^2$	72.25
10)	185	-	195.5	=	$(-10.5)^2$	110.25
11)	167	-	195.5	=	$(-28.5)^2$	812.25
12)	211	-	195.5	=	$(15.5)^2$	240.25
13)	212	-	195.5	=	$(16.5)^2$	272.25
14)	150	-	195.5	=	$(45.5)^2$	2070.25
15)	232	-	195.5	=	$(36.5)^2$	1332.25
16)	142	-	195.5	=	$(53.5)^2$	2862.25
17)	213	-	195.5	=	$(17.5)^2$	306.25

Supervisory Attitude Survey Pre Score "Continued"

18)	238	-	195.5	=	$(42.5)^2$	1806.25
19)	161	-	195.5	=	$(-34.5)^2$	1190.25
20)	<u>166</u>	-	195.5	=	$(-29.5)^2$	<u>870.25</u>
	3911					15755.00

$$\text{Mean} = \underline{\underline{195.5}}$$

$$\begin{aligned} \text{Variance} &= \frac{15755.}{20} \\ &= \underline{\underline{787.75}} \\ \text{Standard Deviation} &= \underline{\underline{787.75}} \\ &= \underline{\underline{28.07}} \end{aligned}$$

Supervisory Attitude Survey

POST SCORE (X - U)²

1)	213	-	198.5	=	$(14.5)^2$	210.25
2)	184	-	198.5	=	$(-14.5)^2$	210.25
3)	206	-	198.5	=	$(7.5)^2$	56.25
4)	208	-	198.5	=	$(9.5)^2$	90.25
5)	195	-	198.5	=	$(-3.5)^2$	12.25
6)	176	-	198.5	=	$(22.5)^2$	506.25
7)	245	-	198.5	=	$(46.5)^2$	2162.25
8)	231	-	198.5	=	$(32.5)^2$	1056.25
9)	210	-	198.5	=	$(11.5)^2$	132.25
10)	193	-	198.5	=	$(-5.5)^2$	30.25
11)	173	-	198.5	=	$(-25.5)^2$	650.25
12)	220	-	198.5	=	$(21.5)^2$	462.25
13)	218	-	198.5	=	$(19.5)^2$	380.25
14)	154	-	198.5	=	$(-44.5)^2$	1980.25
15)	244	-	198.5	=	$(45.5)^2$	2070.25

Supervisory Attitude Survey Post Score "Continued"

16)	138	-	198.5	=	$(-60.5)^2$	3660.25
17)	204	-	198.5	=	$(5.5)^2$	30.25
18)	249	-	198.5	=	$(50.5)^2$	2550.25
19)	144	-	198.5	=	$(-54.5)^2$	2970.25
20)	<u>164</u>	-	198.5	=	$(-34.5)^2$	<u>1190.25</u>
						20411.00
			3969			

Mean = 198.5

$$\text{Variance} = \frac{20411.}{20}$$

$$= \underline{\underline{1020.55}}$$

$$\begin{aligned} \text{Standard Deviation} &= 1020.55 \\ &= \underline{\underline{31.94}} \end{aligned}$$

Table 8. (Summary)

Comparison of Supervisory Attitude Scores for Supervisors with Intervening Training Sessions.

<u>Group</u>	<u>Leadership Dimension</u>	<u>Mean Change Score</u>	<u>Before Training</u>			<u>After Training</u>		
			<u>Mean</u>	<u>Var.</u>	<u>S.D.</u>	<u>Mean</u>	<u>Var.</u>	<u>S.D.</u>
With intervening training (N=69)	Consideration	+3.0	195.5	788	28.1	198.5	1021	31.9

Magnitude of Change: Table 9 shows the magnitude of change attributable to the training program in summary form. For example, see appendix two of this study which contains twenty items filled out by the supervisor himself: Seventeen questions are scored on the "consideration" dimension and three questions are scored on the "initiating structure" dimension; the statistical analysis includes the absolute frequency percent, the relative frequency percent, adjusted frequency percent, and cumulative adjusted frequency percent.

The summary of net cumulative adjusted frequency percent change on the "consideration" and "initiating structure" dimensions shows the improvement on each of the twenty items in the supervisory attitude survey. Ten items suggest an increase in "consideration" indicative of an improvement in human relations attitudes; six items suggest a decrease in "consideration" indicating that the supervisor is more authoritarian and impersonal in his relations with group members. Two items indicate an increase in "initiating structure" which would seem to suggest that the supervisor demonstrates a desire to play a more active role in directing group activities through planning, communication, scheduling, criticizing, or trying out new ideas. The final two items indicate a decrease in "initiating structure" which suggest that the superior has become less task oriented as a result of the training.

The largest net improvement was made on item 17; attitude toward discipline. The lowest net improvement was made on item 19; attitude toward organizational change. Generally there seems to be enough evidence to suggest that if a supervisor is high on the "consideration" dimension before training, he will be considerate after training. Since there was an improvement in 50% of the "consideration" items; a decrease in 30% of the "consideration" items; and increase in 10% of the "initiating structure" items, and a decrease in 10% of the "initiating structure" items, the evidence is inconclusive and does not allow any conclusions.

Table 9A shows the percentage of high "consideration" responses from the point of view of the "consideration" dimension alone for the pretest, post-test, cumulative frequency change percent, and the direction of change toward high "consideration" or away from high "consideration." Of the 20 items, 12 show movement toward higher "consideration" responses, and 8 items show movement away from higher "consideration" responses after training. The 12 positive items presumably showed changes as a function of the training; however, the magnitude of the change was not significant except with item 19. There seems to be sufficient evidence to suggest that if a supervisor is high on the "consideration" dimension before training, he will be high on the

"consideration" dimension after training; see items (1, 4, 5, 8, 9, 10, 12, 13, and 18).

In sum, the findings generally do not indicate that there was sufficient magnitude of attitude change in the direction of higher "consideration" to warrant confidence in the seminar's effectiveness in changing human relations attitudes.

Table 9. Supervisory Attitude Survey

<u>Item</u>	<u>Summary of Scores</u>	<u>Net Cumulative</u>
		<u>Adjusted Frequency</u>
		<u>Percent Change on the</u>
		<u>Consideration and</u>
		<u>Initiating Structure</u>
		<u>Dimensions</u>
1)	Attitude toward job satisfaction	+5.2
2)	Attitude toward authority	-2.0
3)	Attitude toward socialization	-5.1
4)	Attitude toward downward communication	+1.0
5)	Attitude toward interperson relationships	+5.0
6)	Attitude toward information flow on	-6.8
7)	Attitude toward imposing one's wishes others	-3.2
8)	Attitude toward communication	+8.7
9)	Attitude toward job motivation	+1.0
10)	Attitude toward group interaction	+4.4
11)	Attitude toward cultural background	* +0.6
12)	Attitude toward pay as a motivator	+2.2
13)	Attitude toward interpersonal needs	+2.7
14)	Attitude toward dissemination of information	+8.2
15)	Attitude toward group interaction	-1.0
16)	Attitude toward criticism	* -3.5
17)	Attitude toward discipline	* +33.3
		I.S.

Table 9. Summary of Scores "Continued"

18) Attitude toward communication	+5.5	
19) Attitude toward organizational change	* -17.6	I.S.
20) Attitude toward vertical interaction	-3.5	

Note: Positive (+) frequency percent change signifies an increase in Human Relations attitudes after training.

Negative (-) frequency percent change signifies a decrease in Human Relations attitudes after training.

Table 9A. Percentage of Supervisors Responding High "Consideration" on Supervisory Attitude Survey Pre & Post Test with Experimental Group.

Item	Pre-Test (percent)	Post-Test (percent)	Cumulative Frequency Change (percent)	Direction of Change	
				Toward Higher Consid.	Away from Higher Consid.
1	2	3	4	5	6
1)	74.0	79.2	+5.2	X	
2)	52.9	50.9	-2.0		X
3)	73.1	68.0	-5.1		X
4)	74.0	75.0	+1.0	X	
5)	58.5	63.5	+5.0	X	
6)	54.7	47.9	-6.8		X
7)	94.4	91.2	-3.2		X
8)	78.6	87.3	+8.7	X	
9)	74.0	75.0	+1.0	X	
10)	58.4	62.8	+4.4	X	
11)	44.0	43.4	-0.6		X
12)	76.0	78.2	+2.2	X	
13)	76.9	79.6	+2.7	X	
14)	23.7	31.9	+8.2	X	
15)	92.7	91.7	-1.0		X
16)	19.6	23.1	+3.5	X	

Table 9A "Continued"

17)	78.0	44.7	-33.3		X
18)	91.1	96.6	+5.5	X	
19)	19.2	36.8	+17.6	X	
20)	40.5	37.0	-3.5		X

The Supervisory Situation Survey

Procedure: The test presented sixteen open-ended judgmental situations involving problems in discipline, communication, motivation, interpersonal relations, and leadership. The Supervisory Situation Survey was employed to help measure the results of the supervisory training and produce scores which would indicate an individual supervisor's basic concept of the supervisor role. It also attempted to indicate the extent to which the supervisor felt different methods should be used in his own job situation.

Production-minded "(task-oriented) responses were separated from people-minded" (human relations) responses to typical supervisory situations. These responses were translated to a Human Relations index using the same scoring procedure as the Supervisory Attitude Survey. Because of the nature of the items, the "consideration" dimension was used alone rather than in conjunction with the "Initiating Structure" dimension. Very low "consideration" was assigned a score of 1; Low "consideration" 2; Neutral "consideration" 3; High "consideration" 4; and Very high "consideration" 5.

A high score on the consideration dimension characterized supervisory behavior indicative of friendship, mutual trust, respect, a certain warmth between the supervisor and his workers, and consideration of their feelings. A low score on the consideration dimension indicated that the supervisor was more authoritarian and impersonal in his relations with group members. It was suggested by a number of authors that this dimension came closest to reflecting the "Human Relations" aspect of group leadership.

The Supervisory Situation Survey was administered before and after training to 69 supervisors to determine the net changes in attitudes which may have resulted from training. After the supervisors had completed the open-ended questionnaire their responses were examined statistically to identify and determine the extent of change in the direction of improved "Human Relations" attitudes.

In this test, as in the former, the frequency distributions demonstrated clustering with sufficient clarity in both the before and after responses to be analysed both independently and as part of the total score. The methods used in defining the clusters and their interpretations are discussed in detail below.

Results of Supervisory Situation Survey: In this test the average results for the 69 supervisors revealed a marked difference in human relations attitudes from those which prevailed before the training. The training indicated positive change and showed extensive progress in terms of the Human Relations Index from an immediate point of view.

Table 10 shows that the mean score of the pre test was 146.8 compared with a post test of 205.4 after training. The variance before training was 1471.1 compared to a post test variance of 1911.6. The standard deviation before training was 38.3 compared with a post test of 43.7. The results of this evaluation may be viewed as largely positive in terms of changes in mean behavior and attitude scores resulting from training. However, a completely positive conclusion must be qualified since no control group was used to compare for adequate matching. Furthermore, since follow-up testing was not carried out, there was no evidence to suggest that the learned change would persist over a period of time.

Supervisory Behavioral Situational Survey

PRE SCORES $(X-U)^2$

1)	209	-	147	=	$(62)^2$	3844
2)	175	-	147	=	$(28)^2$	784
3)	156	-	147	=	$(9)^2$	81

PRE SCORES "Continued"

4)	196	-	147	=	$(49)^2$	2401
5)	157	-	147	=	$(10)^2$	100
6)	144	-	147	=	$(-3)^2$	9
7)	146	-	147	=	$(-1)^2$	1
8)	196	-	147	=	$(49)^2$	2401
9)	143	-	147	=	$(-4)^2$	16
10)	119	-	147	=	$(-28)^2$	784
11)	0	-	147	=	-	-
12)	130	-	147	=	$(-17)^2$	289
13)	128	-	147	=	$(-19)^2$	361
14)	77	-	147	=	$(-70)^2$	4900
15)	0	-	147	=	-	-
16)	<u>79</u>	-	147	=	$(-58)^2$	<u>4624</u>
	2055				20595	

Mean = 146.8

$$\text{Variance} = \frac{20595}{14}$$

$$= \underline{\underline{1471.07}}$$

$$\text{Standard Deviation} = 1471.07$$

$$= 38.3$$

Supervisory Behavioral
Situational SurveyPOST SCORES $(X - U)^2$

1)	254	-	205	=	$(49)^2$	2401
2)	266	-	205	=	$(61)^2$	3721
3)	220	-	205	=	$(15)^2$	225
4)	234	-	205	=	$(29)^2$	841
5)	222	-	205	=	$(17)^2$	289
6)	217	-	205	=	$(12)^2$	144
7)	235	-	205	=	$(30)^2$	900

POST SCORES "Continued"

8)	252	-	205	=	$(47)^2$	2209
9)	180	-	205	=	$(-25)^2$	625
10)	190	-	205	=	$(-15)^2$	225
11)	0	-	205	=	-	-
12)	194	-	205	=	$(-11)^2$	121
13)	167	-	205	=	$(-38)^2$	1444
14)	124	-	205	=	$(-81)^2$	1561
15)	0	-	205	=	-	-
16)	<u>121</u>	-	205	=	$(-84)^2$	7056

2876 26762

Mean = 205.4

$$\text{Variance} = \frac{26762}{14}$$

= 1911.57

Standard Deviation = 1911.57

= 43.7

Table 10. (Summary)

Comparison of Supervisory Situational Scores for Supervisors with Intervening Training Sessions

<u>Group</u>	<u>Leadership Dimension</u>	<u>Mean Change Score</u>	<u>Before Training</u>			<u>After Training</u>		
			<u>Mean</u>	<u>Var.</u>	<u>S. D.</u>	<u>Mean</u>	<u>Var.</u>	<u>S. D.</u>
With intervening training (N=69)	Consideration	+58.6	146.8	1471	38.3	205.4	1912	43.7

Table 11. Supervisory Situational Survey

<u>Item</u>		<u>Cumulative Adjusted</u>
		<u>Frequency Percent</u>
		<u>Change on the</u>
		<u>Consideration Dimension</u>
1)	Attitude toward job performance	+22.4
2)	Attitude toward personnel regulations	+47.8
3)	Attitude toward performance appraisal	+37.2
4)	Attitude toward discipline	+27.6
5)	Attitude toward communication	+51.7
6)	Attitude toward group maintenance	+44.5
7)	Attitude toward authority	+50.4
8)	Attitude toward group maintenance	+30.2
9)	Attitude toward job motivation	+26.6
10)	Attitude toward delegation	+51.1
11)	Attitude toward job satisfaction	-
12)	Attitude toward discipline	+51.2
13)	Attitude toward task leadership	+35.6
14)	Attitude toward interpersonal relations	+40.7
15)	Attitude toward communication	-
16)	Attitude toward discipline	+33.6

Table 11A. Percentage of Supervisors Responding Very Low and Low "Consideration" on Behavioral Situational Survey Pre and Post Test with Experimental Group

Item	Pre	Post	Cumulative	Direction of Change	
	Test (percent)	Test (percent)	Frequency Change (percent)	Toward Higher Consid.	Away From Higher Consid.
1)	44.1	21.7	+22.4	X	
2)	56.9	9.1	+47.8	X	
3)	57.9	20.7	+37.2	X	
4)	39.7	12.1	+27.6	X	
5)	56.1	4.4	+51.7	X	
6)	63.7	19.2	+44.5	X	

Table 11A. "Continued"

7)	62.9	12.5	+50.4	X
8)	34.0	3.8	+30.2	X
9)	35.0	8.4	+26.6	X
10)	59.5	8.4	+51.1	X
11)	-	-	-	-
12)	55.0	3.8	+51.2	X
13)	40.0	4.4	+35.6	X
14)	77.1	36.4	+40.7	X
15)	-	-	-	-
16)	73.6	40.0	+33.6	X

The data were then examined to identify items on which differences were obtained between pre and post test. Table 11 shows the cumulative adjusted frequency percent improvement and indicates the direction of attitude change. All of the 14 items scored show movement toward higher "consideration" responses.

Table 11A shows the pretest, post test, percentage change, and the direction of the change and demonstrates the magnitude of the change. The greatest improvement was on item 5, and the least improvement was on item 1. This test seems to constitute the most convincing evidence of the effectiveness of the training in changing supervisory attitudes. On many of the items, the response shift from pre - to - post test is dramatic in size. For example on 7 of the items (2, 5, 6, 7, 10, 12, 14) the change is over 40%.

Despite the large changes, the results might be attributable to the effectiveness of the training program, or to the test's lack of validity or reliability. For this reason a test - retest study of reliability should be conducted in the future, using perhaps, a newly developed key.

Another basis for the suspected unreliability may reside in the probability of a supervisor obtaining a chance score.

Although there is little question that attitude change was in fact produced by some aspect of the training, the question of retention of the learned change is problematic at best since researchers have shown that attitude change produced by a training program may well disintegrate under the impact of contradictory attitudes existing in the job environment. The possibility that the changes produced as a result of the present training source were similarly short in duration cannot be ruled out. There is also the problem concerning adequate matching arising out of the fact that no control group was employed in this exploratory study.

Nevertheless, table 12 summarizes some of the results of the study and seems to suggest that change did occur in both tests; however, it cannot be concluded that the change was significant.

Table 12. Comparison of Mean Change Scores; Mean, Variance, and Standard Deviation of both the Supervisory Attitude Survey, and the Supervisory Situational Survey for the Experimental Group; N=69; N=69

<u>Questionnaire</u>	<u>Leadership Dimension</u>	<u>Group</u>	<u>Before Training</u>			<u>After Training</u>		
			<u>Mean</u>	<u>Var.</u>	<u>S. D.</u>	<u>Mean</u>	<u>Var.</u>	<u>S. D.</u>
Supervisory Attitude Survey	Consideration	Exp.	+3.0			195.5	788	28.1
Supervisory Situational Survey	Consideration	Exp.	+58.6			146.8	1471	38.3

Discussion: The exploratory study described in this paper presents some major difficulties of interpretation, and it is recognized that no definitive conclusions are possible based on this study alone. Without a control group it was impossible to determine whether a real change, independent of side effects associated with the measurement process, had taken place. Furthermore, it was impossible to ascertain whether the training and not some external factors had precipitated the change.

Nevertheless, it was anticipated that this study may have provided evidence in support of the conclusion derived from the more adequately designed research reported in the review of the literature.

It is worth repeating at this point that this paper was not concerned with the cause of change, but merely with establishing its existence, or more specifically, have there been changes in certain previously designated characteristics over the period of training? Since it was impossible to apply all possible measures to the supervisors and thus identify all possible change, the study undertook to identify only Human Relations attitudes change, and measures appropriate to these attitudes were developed.

Since no reliable differences were found in the supervisory attitude survey between pre and post test when the specific human relations

measures were used, it can only be suggested that the measures have not been supported. It is always possible, however, that if other measures had been used, positive results may have been obtained. On the other hand, the study established differences between the pre and post test on the Supervisory Situational Survey and confirmed that change occurred. However, it cannot be established that the identified change was produced by the training. In order to answer this question it would have been necessary to eliminate alternative possibilities so that only the experimental variable, the training, is left as a determinant. In order to have accomplished this type of elimination of alternatives, the research would have required a control group which was similar to the experimental group on all variables which might contribute to a pre test - post test change, and would have differed only in the respect that it had not been exposed to the training. This control group must then be measured before and after at times identical with the experimental group. In addition other statistical tests would have to be made.

There is one other possibility that must be considered to improve upon the design of this exploratory study. A pre test could sensitize the supervisors to certain aspects of the training so that they would change not as a result of the training, but as a result of an interaction between the training and the pre test. A pre test may, by asking for certain responses, predispose those who are subsequently provided with training to concentrate on specific aspects of the material in the

training course. Without this sensitization, the actual attitude change in the areas covered by the questionnaires may be insignificant.

In order to determine the possibility of an interaction effect such as this, an extension of this study must include a group which is exposed to the training and measured only at post test.

Summary: A supervisory training program was evaluated in terms of changes in the attitudes and leadership behavior of the trainees immediately following the training program. Scores made on the questionnaires administered before training were compared with the scores obtained after training for an experimental group (with intervening training); but no control group was used in the study.

The questionnaires employed for this exploratory study included the Supervisory Attitude Survey, the Supervisory Situational Survey, and the Leadership Opinion Questionnaire. Although the latter was not used, all three were validated and considered reliable. Each questionnaire yielded a score on one of two factorially independent dimensions called "Consideration" and "Initiating Structure". The same general methodology was used to evaluate the experimental group as was used to validate the instruments.

The results generally confirm some of the previous findings in the literature review that dealt with one-day training programs; that in terms of mean scores before and after training, the effects

of such training appear minimal. There seems to be enough evidence to suggest, therefore, that if a follow-up study was conducted, little change in supervisory attitudes would persist.

Other findings in the present study must qualify any completely negative conclusions regarding the effectiveness of the supervisory training program. For example 100% of the items in the situational survey showed some improvement in consideration. Furthermore, this seems to be substantiated by a large positive change in the mean and standard deviation as a result of training. However, because no control group and other statistical tests were employed we cannot say that the change was statistically significant. Additionally, in the attitude survey, 30% of the items demonstrated a decrease in "consideration" or human relations attitudes. These results seem to be consistent with some of the previous findings in the literature which suggest that in the training situation itself, wide differences may exist among supervisors in the leadership attitudes they hold after a training program. These findings generally suggest that large individual shifts in scores occur in both directions. On the other hand, from the point of view of training evaluation research, we cannot assume that the insignificant changes in group means and standard deviation in the Supervisory Attitude Survey are indicative of no training effects. The problem raises the possibility of differential effects according to the individual and the situation in which he finds himself. This seems to suggest that

further research could be directed toward finding the personal and situational variables which interact with the effects of supervisory training.

In sum, the foregoing has discussed a number of problems associated with the preliminary write up of this study and made several recommendations based on this experience for improving the instrument, methodology, and sampling procedures. The major problems discussed above may be eliminated in future studies by applying one or several of the following suggestions which seem to be relevant to effectively evaluate a supervisory training program.

Suggestions for Further Research: The design used in the present study is outlined below and compared with the additional steps recommended for further research using the Supervisory Attitude Survey, Supervisory Situational Survey, and the Supervisory Leadership Opinion Questionnaire discussed to this point.

Present Study (Experimental)	Pretest	Training	Posttest
a) (Control)	Pretest		Posttest
b)		Training	Posttest

In order to measure the amount of retention in the training program, the questionnaires should be re-administered six months to a year later to sample both the long term and the short term effects of the training. Ideally, this would require a refresher course

somewhere in the intervening period. This would be necessary to determine whether or not there was a net increase achieved.

In terms of this study, the measurement of the extent that human relations techniques are actually used on the job would be a worthwhile project for further research. Based on the review of the literature and the preliminary findings of this study, there seems to be enough evidence to suggest that worthwhile changes in supervisory attitudes and orientation toward human relations techniques can be practicably and readily achieved. However, short training programs may effect superficial changes of short duration, but basic changes in attitudes may require constant training over a longer period of time.

This allows the suggestion that supervisory training must be supplemented by a consistent policy framework within which supervisors can feel secure in working with their employees. Otherwise the atmosphere created by top management probably would have more effect on the attitudes of supervisors than does a short supervisory training program in human relations.

APPENDIXES

Sample pages of:

Supervisory Attitude Survey Questionnaire Scoring Key	A-1
Situation Response Survey Questionnaire Scoring Key	
Frequency Distribution of Supervisory Responses on Attitude Survey for experimental group.	A-2
Frequency Distribution of Supervisory Responses on Situational Survey for experimental group.	
A Preliminary Comparative Validation Analysis of Scale A Pre-Test with Scale B Post-Test on Supervisory Attitude Questionnaire.	A-3
A Preliminary Comparative Validation Analysis of Scale B Pre-Test with Scale A Post-Test on Supervisory Attitude Questionnaire.	
A Preliminary Validation Analysis Pre and Post-Test on the Discipline Section of the Situational Survey.	
A Preliminary Validation Analysis of the Leadership Opinion Questionnaire.	

APPENDIX A-1

SUPERVISORY ATTITUDE SURVEY
QUESTIONNAIRE; SCORING KEY

SITUATIONAL RESPONSE SURVEY
QUESTIONNAIRE

LEADERSHIP STYLE QUESTIONNAIRE
SCORING KEY

SUPERVISORY ATTITUDE SURVEY

1. A new employee's ability to do a given piece of work is always a sure sign that he is satisfied with his job and has been properly placed.
2. A supervisor should be able to handle his staff in such a way that he need not have the power of dismissing them.
3. A supervisor should encourage regular social activities, such as staff curling team, golf, etc. among his staff.
4. A supervisor should quickly admit to his staff when he has made a mistake.
5. A supervisor should try not to spend much time dealing with his staff's personal problems.
6. Attitudes are usually based on a careful study of the facts.
7. Every member of your staff should be told frankly and quickly if his work deteriorates.
8. Explaining the duties and responsibilities of your own job to your staff is a waste of time, as well as a bad policy.
9. If an employee is not happy with his job at a low level, he will probably not be satisfied with a higher level job.
10. Most employees are secretly quite pleased when their supervisor is not around.
11. Most young workers of today have had too soft an upbringing.
12. The biggest motivators for most of our staff are to be paid at the end of the month and to be told what to do.
13. The biggest reason that employees' attitudes towards the Government deteriorate is that they don't feel they are paid enough.
14. The more the supervisor takes the C.S.A. representative into his confidence, the better.
15. The way a person is treated by his fellow workers is a big factor in whether he likes his job or not.

16. You should never ask anyone to criticize his or her own work.
17. Discipline means some form of punishment or reprimand for and employee's mistakes.
18. You should tell your staff only what they need to know to do their job.
19. Any change in the Public Service has to start at the top and work downwards.
20. There is no harm in a supervisor having one of his staff as a close personal friend.

SCORING KEYSupervisory Attitude Survey

<u>Dimension</u>	<u>Score</u>				
1) Consideration	1	2	3	4	5
2) Consideration	5	4	3	2	1
3) Consideration	5	4	3	2	1
4) Consideration	5	4	3	2	1
5) Consideration	1	2	3	4	5
6) Consideration	5	4	3	2	1
7) Consideration	5	4	3	2	1
8) Consideration	1	2	3	4	5
9) Consideration	1	2	3	4	5
10) Consideration	1	2	3	4	5
11) Initiating Structure	5	4	3	2	1
12) Cosideration	1	2	3	4	5
13) Consideration	1	2	3	4	5
14) Consideration	5	4	3	2	1
15) Consideration	5	4	3	2	1
16) Initiating Structure	5	4	3	2	1
17) Consideration	1	2	3	4	5
18) Consideration	1	2	3	4	5
19) Initiating Structure	5	4	3	2	1
20) Consideration	5	4	3	2	1

Situational Response Survey

Discuss or describe what you would do in the following situations. Examine all alternatives.

1. You go to your boss with an idea for improving the work throughout your Department. Before he even hears you out, he says, "no". What would you do?
2. The Government introduces a new personnel regulation. After 2-3 months you find that your staff are disregarding it. What do you do?

Situational Response Survey "Continued"

3. The Government's Performance appraisal system is a good means of getting candid discussion between a superior and his subordinates.
4. Your boss gives you a bawling out in front of your staff. What do you do?
5. Your staff tell you at coffee that they have heard a rumor to the effect that there is going to be a cut-down in your Department. What do you do?
6. Two of your staff have a disagreement at lunchtime. You need both of them to get an important job done this afternoon. What do you do?
7. You discover that your boss has been bypassing you to assign work directly to your staff without you knowing it?
8. One of your long-service employees, who is usually a good and conscientious worker appears to be slacking. What do you do?
9. How do you motivate a long-service employee?
10. One of your employees insists on doing a job hiw own way even though you have told her the preferred way. What would you do?
11. What is the average Public Servant looking for in his job?
12. One of your most conscientious employees returns from lunch an hour late. What do you do?
13. You have told your steno to do a particular job in a certain way, and she hasn't been able to do it properly You don't seem to be getting through to her. What do you do?
14. Your steno asks for the afternoon off becuase her mother has just gone to the hospital. You tell her you cannot afford to let her off, but she goes absent anyway. What do you do?
15. Your D.P.O. sends you a circular memo in which you cannot "see the wood for the trees". What do you do?
16. One of your staff has a suspicious pattern of one day casual sick leave absences before or after a long weekend. What do you do?

LEADERSHIP STYLE QUESTIONNAIRE

1. Are you aware of lateness and absenteeism?
2. Are you always willing to explain the reasons for your decisions?
3. Are you annoyed if subordinates consult you about their plans?
4. Can subordinates get along without direction from you?
5. Do employees work best when you drive for results?
6. Does disagreement between subordinates upset you?
7. Does discipline mean punishing rulebreakers?
8. Does involving yourself in employee problems mean you're prying?
9. Does objective data provide better control than personal supervision?
10. Does sounding off now and then keep people on their toes?
11. Do you allow your subordinates to participate in decision making, but reserve the right to make the final decision?
12. Do you ask people their names before introducing yourself?
13. Do you ask subordinates for advice about action to take?
14. Do you attempt to defend your staff against criticism?
15. Do you avoid asking questions in case employees resent it?
16. Do you avoid helping employees in personal affairs?
17. Do you believe in promotion only in accordance with ability?
18. Do you believe that one of the uses of discipline is to set an example for other workers?
19. Do you believe that training through on-the-job experience is more useful than theoretical education?
20. Do you believe that unions may try to undermine the authority of management?

21. Do you disapprove of unnecessary talking among your subordinates while they are working?
22. Do you enjoy giving people background information?
23. Do you enjoy having authority and being in command?
24. Do you favour setting up committees to analyze problems?
25. Do you feel it is not always necessary for subordinates to understand why they do something, as long as they do it?
26. Do you feel that all workers on the same job should receive the same pay?
27. Do you feel that the C.S.A. and management are working towards similar goals?
28. Do you feel that the goals of the C.S.A. and the Government are in opposition but try not to make your view obvious?
29. Do you feel that time-clocks reduce tardiness?
30. Do you give high priority to employee training and counselling?
31. Do you keep a very close watch on workers who get behind or do unsatisfactory work?
32. Do you make decisions independently, but consider reasonable suggestions from your subordinates to improve them if you ask for them?
33. Do you make your subordinates work hard, but try to make sure that they usually get a fair deal from higher management?
34. Do you overlook violations of rules if you are sure that no one else knows of the violations?
35. Do you prefer paperwork to handling personnel problems?
36. Do you reach your decisions independently, and then try to 'sell' them to your subordinates?

37. Do you seek group decisions rather than decide yourself?
38. Do you sometimes think that your own feelings and attitudes are as important as the job?
39. Do you try to make friends of people working for you?
40. Do you try to put your workers at ease when talking to them?
41. Do you usually reach your decisions independently, and then inform your subordinates of them?
42. Do you want to hear from your staff only when things go wrong?
43. If an employee's work has been continually unsatisfactory, would you have him transferred rather than dismiss him?
44. If you are reprimanded by your superiors, do you pass it on to your subordinate.
45. Is it desirable to keep a bit aloof from subordinates?
46. Is it desirable to maintain close supervision to keep output up?
47. Is it important to you to get credit for your own good ideas?
48. Should subordinates have a say in matters concerning their jobs?
49. Should your staff set targets entirely on their own?
50. Should you be entitled to expect loyalty from subordinates?
51. When an employee is unable to complete a task, do you help him to arrive at a solution?
52. When possible do you form work teams out of people who are already good friends?
53. When the boss gives an unpopular order, do you think it is fair that it should carry the boss's name, and not your own?
54. When the quality or quantity of your section's work is not satisfactory do you explain to your staff that your own boss is not satisfied, and they must improve their work?

55. When you announce an unpopular decision, do you explain to your subordinates that your own boss has made the decision?
56. When you give orders, do you set a time limit for them to be carried out?

SCORING KEYLeadership Opinion Questionnaire

<u>"Consideration"</u>				<u>"Initiating Structure"</u>			
1)	No	3	Yes	1	-	-	-
2)	-		-		No	3	Yes
3)	-		-		Yes	3	No
4)	No	3	Yes	1	-	-	-
5)	No	3	Yes	1	-	-	-
6)	No	3	Yes	1	-	-	-
7)	No	3	Yes	1	-	-	-
8)	Yes	3	No	1	-	-	-
9)	Yes	3	No	1	-	-	-
10)	No	3	Yes	1	-	-	-
11)	No	3	Yes	1	-	-	-
12)	-		-		Yes	3	No
13)	No	3	Yes	1	-	-	-
14)	No	3	Yes	1	-	-	-
15)	Yes	3	No	1	-	-	-
16)	-		-		Yes	3	No
17)	Yes	3	No	1	-	-	-
18)	Yes	3	No	1	-	-	-
19)	Yes	3	No	1	-	-	-
20)	No	3	Yes	1	-	-	-
21)	-		-		Yes	3	No
22)	-		-		Yes	3	No
23)	-		-		No	3	Yes
24)	Yes	3	No	1	-	-	-
25)	-		-		No	3	Yes
26)	Yes	3	No	1	-	-	-
27)	No	3	Yes	1	-	-	-
28)	Yes	3	No	1	-	-	-
29)	No	3	Yes	1	-	-	-
30)	No	3	Yes	1	-	-	-
31)	-		-		Yes	3	No

Scoring Key "Continued"

32)	-	-	-		Yes	3	No	1
33)	Yes	3	No	1	-		-	
34)	-	-	-		No	3	Yes	1
35)	Yes	3	No	1	-		-	
36)	Yes	3	No	1	-		-	
37)	No	3	Yes	1	-		-	
38)	-	-	-		No	3	Yes	1
39)	-	-	-		No	3	Yes	1
40)	-	-	-		Yes	3	No	1

APPENDIX A-2

SUPERVISORY ATTITUDE SURVEY
PRE AND POST TEST WITH
EXPERIMENTAL GROUP

BEHAVIORAL SITUATIONAL SURVEY
RESPONSES PRE AND POST TEST
WITH EXPERIMENTAL GROUP

SUPERVISORY ATTITUDE SURVEY

Contains 20 items filled out by the Supervisor himself: 17 questions are scored on the "Consideration" dimension and 3 questions are scored on the "Initiating Structure" dimension

SUPERVISORY ATTITUDE SURVEY

1.

A new employee's ability to do a given piece of work is always a sure sign that he is satisfied with his job and has been properly placed

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
<u>PRE TEST</u>					
Very High C.	5.0	2	3.4	4.0	4.0
High C.	4.0	35	59.3	70.0	74.0
Low C.	2.0	12	20.3	24.0	98.0
Very Low C.	1.0	1	1.7	2.0	100.0
Neutral C.	3.0	<u>9</u>	<u>15.3</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very High C.	5.0	4	6.6	7.5	7.5
High C.	4.0	38	63.4	71.7	79.2
Low C.	2.0	9	15.0	17.0	96.2
Very Low C.	1.0	2	3.3	3.8	100.0
Neutral C.	3.0	<u>7</u>	<u>11.7</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

C - Consideration

I.S. - Initiating Structure

2.

A Supervisor should be able to handle his staff in such a way that he
need not have the power of dismissing them

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

PRE TEST

Very Low C.	1.0	4	6.8	7.5	7.5
Low C.	2.0	21	35.0	39.6	47.1
High C.	4.0	21	35.0	39.6	86.7
Very High C.	5.0	7	11.6	13.3	100.0
Neutral C.	3.0	<u>7</u>	<u>11.6</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

POST TEST

Very Low C.	1.0	3	5.0	5.3	5.3
Low C.	2.0	25	41.7	43.8	49.1
High C.	4.0	23	38.3	40.4	89.5
Very High C.	5.0	6	10.0	10.5	100.0
Neutral C.	3.0	<u>3</u>	<u>5.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

3.

A Supervisor should encourage regular social activities, such as staff curling team, golf, etc. among his staff

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

PRE TEST

Very Low C.	1.0	1	1.8	2.4	2.4
Low C.	2.0	10	17.0	24.5	26.9
High C.	4.0	24	40.5	58.5	85.4
Very High C.	5.0	6	10.2	14.6	100.0
Neutral C.	3.0	<u>18</u>	<u>30.5</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very Low C.	1.0	0	0.0	0.0	0.0
Low C.	2.0	16	26.6	32.0	32.0
High C.	4.0	26	43.4	52.0	84.0
Very High C.	5.0	8	13.3	16.0	100.0
Neutral C.	3.0	<u>10</u>	<u>16.7</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

4.

A Supervisor should quickly admit to his staff when he has made a mistake

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
<u>PRE TEST</u>					
Very Low C.	1.0	0	0.0	0.0	0.0
Low C.	2.0	13	22.0	26.0	26.0
High C.	4.0	29	49.1	58.0	84.0
Very High C.	5.0	8	13.6	16.0	100.0
Neutral C.	3.0	<u>9</u>	<u>15.3</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very Low C.	1.0	0	0.0	0.0	0.0
Low C.	2.0	13	22.0	25.0	25.0
High C.	4.0	34	57.7	65.4	90.4
Very High C.	5.0	5	8.4	9.6	100.0
Neutral C.	3.0	<u>7</u>	<u>11.9</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

5.

A Supervisor should try not to spend much time dealing with his staff's personal problems

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very High C.	5.0	3	5.1	5.7	5.7
High C.	4.0	28	47.5	52.8	58.5
Low C.	2.0	17	28.8	32.1	90.6
Very Low C.	1.0	5	8.4	9.4	100.0
Neutral C.	3.0	<u>6</u>	<u>10.2</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very High C.	5.0	3	4.9	5.8	5.8
High C.	4.0	30	49.2	57.7	53.5
Low C.	2.0	14	22.9	26.9	90.4
Very Low C.	1.0	5	8.2	9.6	100.0
Neutral C.	3.0	<u>9</u>	<u>14.8</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		61	100.0	100.0	100.0

6.

Attitudes are usually based on a careful study of the facts

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very Low C.	1.0	8	13.6	15.1	15.1
Low C.	2.0	16	27.0	30.2	45.3
High C.	4.0	21	35.6	39.6	84.9
Very High C.	5.0	8	13.6	15.1	100.0
Neutral C.	3.0	<u>6</u>	<u>10.6</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very Low C.	1.0	6	10.2	11.6	11.6
Low C.	2.0	21	35.5	40.5	52.1
High C.	4.0	18	30.5	34.3	86.4
Very High C.	5.0	7	11.9	13.6	100.0
Neutral C.	3.0	<u>7</u>	<u>11.9</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

7.

Every member of your staff should be told frankly and quickly if his work deteriorates

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very Low C.	1.0	0	0.0	0.0	0.0
Low C.	2.0	3	5.1	5.6	5.6
High C.	4.0	30	50.9	55.5	61.1
Very High C.	5.0	21	35.6	38.9	100.0
Neutral C.	3.0	<u>5</u>	<u>8.4</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very Low C.	1.0	0	0.0	0.0	0.0
Low C.	2.0	5	8.3	8.8	8.8
High C.	4.0	34	56.7	59.6	68.4
Very High C.	5.0	18	30.0	31.6	100.0
Neutral C.	3.0	<u>3</u>	<u>5.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

8.

Explaining the duties and responsibilities of your own job to your staff is a waste of time, as well as a bad policy.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very High C.	5.0	16	27.1	28.6	28.6
High C.	4.0	28	47.5	50.0	78.6
Low C.	2.0	7	11.9	12.5	91.1
Very Low C.	1.0	5	8.4	8.9	100.0
Neutral C.	3.0	<u>3</u>	<u>5.1</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very High C.	5.0	12	20.0	21.8	21.8
High C.	4.0	36	60.0	65.5	87.3
Low C.	2.0	5	8.3	9.1	96.4
Very Low C.	1.0	2	3.4	3.6	100.0
Neutral C.	3.0	<u>5</u>	<u>8.3</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

9.

If an employee is not happy with his job at a low level, he will probably not be satisfied with a higher level job

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very High C.	5.0	5	8.4	10.0	10.0
High C.	4.0	32	54.3	64.0	74.0
Low C.	2.0	11	18.6	22.0	96.0
Very Low C.	1.0	2	3.4	4.0	100.0
Neutral C.	3.0	<u>9</u>	<u>15.3</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very High C.	5.0	5	8.3	9.6	9.6
High C.	4.0	34	56.6	65.4	75.0
Low C.	2.0	12	20.0	23.1	98.1
Very Low C.	1.0	1	1.7	1.9	100.0
Neutral C.		<u>8</u>	<u>13.4</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

10.

Most employees are secretly quite pleased when their supervisor is not around

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency Percent
<u>PRE TEST</u>					
Very High C.	5.0	1	1.6	2.1	2.1
High C.	4.0	27	46.1	56.3	58.4
Low C.	2.0	19	32.1	39.5	97.9
Very Low C.	1.0	1	1.6	2.1	100.0
Neutral C.	3.0	<u>11</u>	<u>18.6</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very High C.	5.0	1	1.7	1.9	1.9
High C.	4.0	31	51.6	60.9	62.8
Low C.	2.0	18	30.0	35.3	98.1
Very Low C.	1.0	1	1.7	1.9	100.0
Neutral C.	3.0	<u>9</u>	<u>15.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

11.

Most young workers of today have had too soft an upbringing

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

PRE TEST

Very Low I. S.	1.0	4	6.9	8.7	8.7
Low I. S.	2.0	22	37.9	47.9	56.6
High I. S.	4.0	17	29.3	36.9	93.5
Very High I. S.	5.0	3	5.2	6.5	100.0
Neutral I. S.	3.0	<u>12</u>	<u>20.7</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		58	100.0	100.0	100.0

POST TEST

Very Low I. S.	1.0	4	6.6	8.0	8.0
Low I. S.	2.0	24	40.0	48.0	56.0
High I. S.	4.0	19	31.8	38.0	94.0
Very High I. S.	5.0	3	5.0	6.0	100.0
Neutral I. S.	3.0	<u>10</u>	<u>16.6</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

12.

The biggest motivators for most of our staff are to be paid at the end of the month and to be told what to do

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very High C.	5.0	11	18.6	22.0	22.0
High C.	4.0	27	46.0	54.0	76.0
Low C.	2.1	9	15.2	18.0	94.0
Very Low C.	1.0	3	5.0	6.0	100.0
Neutral C.	3.0	<u>9</u>	<u>15.2</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very High C.	5.0	12	20.3	21.8	21.8
High C.	4.0	31	52.6	56.4	78.2
Low C.	2.0	12	20.3	21.8	100.0
Very Low C.	1.0	0	0.0	0.0	100.0
Neutral C.	3.0	<u>4</u>	<u>6.8</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

13.

The biggest reason that employees' attitudes towards the Government deteriorate is that they don't feel they are paid enough

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very High C.	5.0	8	13.6	15.4	15.4
High C.	4.0	32	54.3	61.5	76.9
Low C.	2.0	11	18.6	21.2	98.1
Very Low C.	1.0	1	1.7	1.9	100.0
Neutral C.	3.0	<u>7</u>	<u>11.8</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very High C.	5.0	8	13.3	14.8	14.8
High C.	4.0	35	58.4	64.8	79.6
Low C.	2.0	9	15.0	16.6	96.2
Very Low C.	1.0	2	3.3	3.8	100.0
Neutral C.	3.0	<u>6</u>	<u>10.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

14.

The more the supervisor takes the C.S.A. representative into his confidence, the better

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

PRE TEST

Very Low C.	1.0	8	13.6	19.1	19.1
Low C.	2.0	24	40.5	57.2	76.3
High C.	4.0	7	11.9	16.6	92.9
Very High C.	5.0	3	5.2	7.1	100.0
Neutral C.	3.0	<u>17</u>	<u>28.8</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very Low C.	1.0	8	13.6	17.0	17.0
Low C.	2.0	24	40.6	51.1	68.1
High C.	4.0	13	22.0	27.6	95.7
Very High C.	5.0	2	3.4	4.3	100.0
Neutral C.	3.0	<u>12</u>	<u>20.4</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

15.

The way a person is treated by his fellow workers is a big factor in whether he likes his job or not

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very Low C.	1.0	1	1.7	1.8	1.8
Low C.	2.0	3	5.1	5.5	7.3
High C.	4.0	42	71.1	76.3	83.6
Very High C.	5.0	9	15.3	16.4	100.0
Neutral C.	3.0	<u>4</u>	<u>6.8</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very Low C.	1.0	0	0.0	0.0	0.0
Low C.	2.0	5	8.2	8.3	8.3
High C.	4.0	44	72.1	73.4	81.7
Very High C.	5.0	11	18.1	18.3	100.0
Neutral C.	3.0	<u>1</u>	<u>1.6</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		61	100.0	100.0	100.0

16.

You should never ask anyone to criticize his or her own work

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very Low I.S.	1.0	8	13.6	15.4	15.4
Low I.S.	2.0	32	54.3	61.5	76.9
High I.S.	4.0	11	18.6	21.2	98.1
Very High I.S.	5.0	1	1.7	1.9	100.0
Neutral I.S.	3.0	<u>7</u>	<u>11.8</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very Low I.S.	1.0	8	13.3	14.3	14.3
Low I.S.	2.0	37	61.7	66.1	80.4
High I.S.	4.0	11	18.4	19.6	100.0
Very High I.S.	5.0	0	0.0	0.0	100.0
Neutral I.S.	3.0	<u>4</u>	<u>6.6</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

17.

Discipline means some form of punishment or reprimand for an employee's mistakes

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very High C.	5.0	10	16.9	20.0	20.0
High C.	4.0	29	49.1	58.0	78.0
Low C.	2.0	9	15.3	18.0	96.0
Very Low C.	1.0	2	3.4	4.0	100.0
Neutral C.	3.0	<u>9</u>	<u>15.3</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very High C.	5.0	7	11.6	12.5	12.5
High C.	4.0	30	50.0	32.2	44.7
Low C.	2.0	18	30.0	53.5	98.2
Very Low C.	1.0	1	1.7	1.8	100.0
Neutral C.	3.0	<u>4</u>	<u>6.7</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

18.

You should tell your staff only what they need to know to do their job

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

PRE TEST

Very High C.	5.0	15	25.4	26.8	26.8
High C.	4.0	36	61.1	64.3	91.1
Low C.	2.0	5	8.4	8.9	100.0
Very Low C.	1.0	0	0.0	0.0	100.0
Neutral C.	3.0	<u>3</u>	<u>5.1</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very High C.	5.0	14	23.3	23.7	23.7
High C.	4.0	43	71.7	72.9	96.6
Low C.	2.0	2	3.3	3.4	100.0
Very Low C.	1.0	0	0.0	0.0	100.0
Neutral C.	3.0	<u>1</u>	<u>1.7</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

19.

Any change in the Public Service has to start at the top and work downwards

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very Low I. S.	1.0	9	15.3	18.4	18.4
Low I. S.	2.0	22	37.3	44.8	63.2
High I. S.	4.0	12	20.3	24.5	87.7
Very High I. S.	5.0	6	10.2	12.3	100.0
Neutral I. S.	3.0	<u>10</u>	<u>16.9</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very Low I. S.	1.0	8	13.4	15.4	15.4
Low I. S.	2.0	34	56.6	65.4	80.8
High I. S.	4.0	6	10.0	11.5	92.3
Very High I. S.	5.0	4	6.6	7.7	100.0
Neutral I. S.	3.0	<u>8</u>	<u>13.4</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

20.

There is no harm in a supervisor having one of his staff as a close personal friend

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Very Low C.	1.0	4	6.8	8.5	8.5
Low C.	2.0	24	40.6	51.0	59.5
High C.	4.0	17	28.8	36.2	95.7
Very High C.	5.0	2	3.4	4.3	100.0
Neutral C.	3.0	<u>12</u>	<u>20.4</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		59	100.0	100.0	100.0

POST TEST

Very Low C.	1.0	7	11.7	15.2	15.2
Low C.	2.0	22	36.7	47.8	63.0
High C.	4.0	14	23.3	30.5	93.5
Very High C.	5.0	3	5.0	6.5	100.0
Neutral C.	3.0	<u>14</u>	<u>23.3</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		60	100.0	100.0	100.0

EXPERIMENTAL GROUP

BEHAVIORAL SITUATIONAL RESPONSES

on Statements 1 - 16 of open-ended situational survey questionnaire.

A comparative analysis of:

BEFORE AND AFTER TRAINING OF THE EXPERIMENTAL GROUP

The questions were scored on the "Consideration" dimension; A high score on this dimension characterizes supervisory behavior indicative of friendship, mutual trust, respect, a certain warmth between the supervisor and his subordinates, and consideration of their feelings.

A low score on this dimension indicates the supervisor to be more authoritarian and impersonal in his relations with group members. This dimension comes closest to reflecting the human relations aspect of group leadership.

Table 1-S

Supervisor's responses on item 1 which states:

You go to your boss with an idea for improving the work throughout your Department. Before he even hears you out, he says "No".

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Not determined	0.0	6	8.7	8.8	8.8
Very Low C.	1.00	5	7.2	7.4	16.2
Low C.	2.00	19	27.5	27.9	44.1
High C.	4.00	27	39.1	39.7	83.8
Very High C.	5.00	11	15.9	16.2	100.0
Neutral C.	3.00	<u>1</u>	<u>1.6</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		69	100.0	100.0	100.0

POST TEST

Not determined	0.0	2	6.2	6.2	6.2
Very Low C.	1.00	1	3.1	3.1	9.3
Low C.	2.00	4	12.4	12.4	21.7
High C.	4.00	16	50.0	50.0	71.7
Very High C.	5.00	9	28.3	28.3	100.0
Neutral C.	3.00	<u>0</u>	<u>0.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		32	100.0	100.0	100.0

C - Consideration

I.S. - Initiating Structure

Table 2-S

Supervisor's responses on item 2 which states:

The Government introduces a new personnel regulation - after 2-3 months you find that your staff are disregarding it.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cululative Adjusted Frequency (Percent)
<u>PRE TEST</u>					
Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	15	23.1	23.1	23.1
Low C.	2.00	22	33.8	33.8	56.9
High C.	4.00	24	36.9	36.9	93.8
Very High C.	5.00	4	6.2	6.2	100.0
Neutral C.	3.00	<u>0</u>	<u>0.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		65	100.0	100.0	100.0
<u>POST TEST</u>					
Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	0	0.0	0.0	0.0
Low C.	2.00	3	9.1	9.1	9.1
High C.	4.00	21	63.6	63.6	72.7
Very High C.	5.00	9	27.3	27.3	100.0
Neutral C.	3.00	<u>0</u>	<u>0.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		33	100.0	100.0	100.0

Table 3-S

Supervisor's responses on item 3 which states:

The Government performance appraisal system is a good means of getting candid discussion between a superior and his subordinate.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Not determined	0.0	8	12.8	14.0	14.0
Strongly disagree	1.00	7	11.2	12.3	26.3
Disagree	2.00	18	29.1	31.6	57.9
Agree	4.00	22	35.6	38.6	96.5
Strongly agree	5.00	2	3.2	3.5	100.0
Uncertain	3.00	<u>5</u>	8.1	<u>Missing</u>	<u>100.0</u>
TOTAL		62	100.0	100.0	100.0

POST TEST

Not determined	0.0	1	3.4	3.4	3.4
Strongly disagree	1.00	2	7.0	7.0	10.4
Disagree	2.00	3	10.3	10.3	20.7
Agree	4.00	20	69.0	69.0	89.7
Strongly agree	5.00	3	10.3	10.3	100.0
Uncertain	3.00	<u>0</u>	0.0	<u>Missing</u>	<u>100.0</u>
TOTAL		29	100.0	100.0	100.0

Table 4-S

Supervisor's responses on item 4 which states: Your boss gives you a bawling out in front of your staff.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Not determined	0.0	1	1.5	1.5	1.5
Very Low C.	1.00	5	7.9	7.9	9.4
Low C.	2.00	19	30.3	30.3	39.7
High C.	4.00	37	58.8	58.8	98.5
Very High C.	5.00	1	1.5	1.5	100.0
Neutral C.	3.00	0	0.0	Missing	100.0
TOTAL		63	100.0	100.0	100.0

POST TEST

Not determined	0.0	1	3.0	3.0	3.0
Very Low C.	1.00	1	3.0	3.0	6.0
Low C.	2.00	2	6.1	6.1	12.1
High C.	4.00	27	81.8	81.8	93.9
Very High C.	5.00	2	6.1	6.1	100.0
Neutral C.	3.00	0	0.0	Missing	100.0
TOTAL		33	100.0	100.0	100.0

Table 5-S

Supervisor's responses on item 5 which states:

Your staff tell you at coffee that they have heard a rumor to the effect
that there is going to be a cut-down in staff in your department.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

PRE TEST

Not determined	0.0	3	5.3	5.3	5.3
Very Low C.	1.00	1	1.7	1.7	7.0
Low C.	2.00	28	49.1	49.1	56.1
High C.	4.00	25	43.9	43.9	100.0
Very High C.	5.00	0	0.0	0.0	100.0
Neutral C.	3.00	<u>0</u>	<u>0.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		57	100.0	100.0	100.0

POST TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	0	0.0	0.0	0.0
Low C.	2.00	1	3.7	4.4	4.4
High C.	4.00	19	70.4	82.6	87.0
Very High C.	5.00	3	11.1	13.0	100.0
Neutral C.	3.00	<u>4</u>	<u>14.8</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		27	100.0	100.0	100.0

Table 6-S

Supervisor's response on item 6 which states:

Two of your staff have a disagreement at lunchtime. You need both of them to work together to get an important job done this afternoon.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Not determined	0.0	3	5.2	5.2	5.2
Very Low C.	1.00	8	13.7	13.7	18.9
Low C.	2.00	26	44.8	44.8	63.7
High C.	4.00	21	36.3	36.3	100.0
Very High C.	5.00	0	0.0	0.0	100.0
Neutral C.	3.00	0	0.0	Missing	100.0
TOTAL		58	100.0	100.0	100.0

POST TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	0	0.0	0.0	0.0
Low C.	2.00	5	18.6	19.2	19.2
High C.	4.00	17	62.9	65.4	84.6
Very High C.	5.00	4	14.8	15.4	100.0
Neutral C.	3.00	1	3.7	Missing	100.0
TOTAL		27	100.0	100.0	100.0

Table 7-S

Supervisor's response on item 7 which states:

You discover that your boss has been bypassing you to assign work directly to your staff without you knowing it.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Not determined	0.0	3	5.2	5.6	5.6
Very Low C.	1.00	8	14.1	14.8	20.4
Low C.	2.00	23	40.4	42.5	62.9
High C.	4.00	17	29.9	31.5	94.4
Very High C.	5.00	3	5.2	5.6	100.0
Neutral C.	3.00	<u>3</u>	<u>5.2</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		57	100.0	100.0	100.0

POST TEST

Not determined	0.0	0	0	0.0	0.0
Very Low C.	1.00	0	0	0.0	0.0
Low C.	2.00	3	11.6	12.5	12.5
High C.	4.00	10	38.4	41.7	54.2
Very High C.	5.00	11	42.3	45.8	100.0
Neutral C.	3.00	<u>2</u>	<u>7.7</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		26	100.0	100.0	100.0

Table 8-S

Supervisor's response on item 8 which states:

One of your long-service employees, who is usually a good and conscientious worker appears to be slacking.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	1	1.7	1.8	1.8
Low C.	2.00	18	31.0	32.2	34.0
High C.	4.00	32	55.2	57.1	91.1
Very High C.	5.00	5	8.6	8.9	100.0
Neutral C.	3.00	<u>2</u>	<u>3.5</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		58	100.0	100.0	100.0

POST TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	0	0.0	0.0	0.0
Low C.	2.00	1	3.7	3.8	3.8
High C.	4.00	13	48.1	50.0	53.8
Very High C.	5.00	12	44.5	46.2	100.0
Neutral C.	3.00	<u>1</u>	<u>3.7</u>	<u>Missing</u>	<u>100.0</u>
		27	100.0	100.0	100.0

Table 9-S

Supervisor's response on item 9 which states:
How do you motivate a long service employee?

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
<u>PRE TEST</u>					
Not determined	0.0	4	8.5	9.7	9.7
Very Low C.	1.00	6	12.7	14.6	25.3
Low C.	2.00	4	8.5	9.7	35.0
High C.	4.00	24	51.2	58.6	93.6
Very High C.	5.00	3	6.4	7.4	100.0
Neutral C.	3.00	<u>6</u>	<u>12.7</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		47	100.0	100.0	100.0
<u>POST TEST</u>					
Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	1	3.8	4.2	4.2
Low C.	2.00	1	3.8	4.2	8.4
High C.	4.00	19	73.2	79.1	87.5
Very High C.	5.00	3	11.5	12.5	100.0
Neutral C.	3.00	<u>2</u>	<u>7.7</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		26	100.0	100.0	100.0

Table 10-S

Supervisor's response on item 10 which states:

One of your employees insists on doing a job his own way even though you have told him the preferred way.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Not determined	0.0	3	6.4	7.1	7.1
Very Low C.	1.00	11	23.4	26.2	33.3
Low C.	2.00	11	23.4	26.2	59.5
High C.	4.00	14	29.9	33.4	92.9
Very High C.	5.00	3	6.4	7.1	100.0
Neutral C.	3.00	5	10.5	Missing	100.0
TOTAL		47	100.0	100.0	100.0

POST TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	1	4.0	4.2	4.2
Low C.	2.00	1	4.0	4.2	8.4
High C.	4.00	15	60.0	62.5	70.9
Very High C.	5.00	7	28.0	29.1	100.0
Neutral C.	3.00	1	4.0	Missing	100.0
TOTAL		25	100.0	100.0	100.0

Table 12-S

Supervisor's response on item 12 which states:One of your most conscientious employees returns from lunch an hour late.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Not determined	0.0	2	4.3	5.0	5.0
Very Low C.	1.00	4	8.5	10.0	15.0
Low C.	2.00	16	34.0	40.0	55.0
High C.	4.00	17	36.2	42.5	97.5
Very High C.	5.00	1	2.1	2.5	100.0
Neutral C.	3.00	<u>7</u>	<u>14.9</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		47	100.0	100.0	100.0

POST TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	0	0.0	0.0	0.0
Low C.	2.00	1	3.8	3.8	3.8
High C.	4.00	19	73.1	73.1	76.9
Very High C.	5.00	6	23.1	23.1	100.0
Neutral C.	3.00	<u>0</u>	<u>0.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		26	100.0	100.0	100.0

Table 13-S

Supervisor's response on item 13 which states:

You have told your supervisor to do a particular job in a certain way
and he has not been able to do it properly. You don't seem to be getting
through to him.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Not determined	0.0	2	4.9	5.7	5.7
Very Low C.	1.00	1	2.4	2.9	8.6
Low C.	2.00	11	26.8	31.4	40.0
High C.	4.00	18	44.0	51.4	91.4
Very High C.	5.00	3	7.3	8.6	100.0
Neutral C.	3.00	<u>6</u>	<u>14.6</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		41	100.0	100.0	100.0

POST TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	0	0.0	0.0	0.0
Low C.	2.00	1	4.4	4.4	4.4
High C.	4.00	18	78.2	78.2	82.6
Very High C.	5.00	4	17.4	17.4	100.0
Neutral C.	3.00	<u>0</u>	<u>0.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		23	100.0	100.0	100.0

Table 14-S

Supervisor's response on item 14 which states:

Your subordinate asks for the afternoon off because his/her mother has just gone to the hospital. You tell him/her you cannot afford to let him/her off, but he/she goes anyway.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

PRE TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	16	43.2	45.7	45.7
Low C.	2.00	11.	29.7	31.4	77.1
High C.	4.00	7	18.9	20.0	97.1
Very High C.	5.00	1	2.8	2.9	100.0
Neutral C.	3.00	<u>2</u>	<u>5.4</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		37	100.0	100.0	100.0

POST TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	2	9.1	9.1	9.1
Low C.	2.00	6	27.3	27.3	36.4
High C.	4.00	11	50.0	50.0	86.4
Very High C.	5.00	3	13.6	13.6	100.0
Neutral C.	3.00	<u>0</u>	<u>0.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		22	100.0	100.0	100.0

Table 16-S

Supervisor's response on item 16 which states:

One of your staff has a suspicious pattern of one day casual sick leave absences before and after a long weekend.

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

PRE TEST

Not determined	0.0	3	8.1	8.8	8.8
Very Low C.	1.00	10	27.0	29.4	38.2
Low C.	2.00	12	32.4	35.4	73.6
High C.	4.00	9	24.4	26.4	100.0
Very High C.	5.00	0	0.0	0.0	100.0
Neutral C.	3.00	<u>3</u>	<u>8.1</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		37	100.0	100.0	100.0

POST TEST

Not determined	0.0	0	0.0	0.0	0.0
Very Low C.	1.00	1	4.5	5.0	5.0
Low C.	2.00	7	31.8	35.0	40.0
High C.	4.00	9	40.9	45.0	85.0
Very High C.	5.00	3	13.6	15.0	100.0
Neutral C.	3.00	<u>2</u>	<u>9.1</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		22	100.0	100.0	100.0

APPENDIX A-3

PRELIMINARY VALIDATION ANALYSIS
OF SCALE A PRE TEST WITH SCALE B
POST TEST

PRELIMINARY VALIDATION ANALYSIS
OF SCALE B PRE TEST WITH SCALE A
POST TEST

PRELIMINARY VALIDATION ANALYSIS
OF THE DISCIPLINE SECTION OF THE
SITUATIONAL SURVEY

PRELIMINARY VALIDATION ANALYSIS
OF THE LEADERSHIP OPINION
QUESTIONNAIRE

ATTITUDE QUESTIONNAIRE

A PRELIMINARY COMPARATIVE VALIDATION ANALYSIS

OF SCALE A PRE-TEST WITH SCALE B POST TEST

ATTITUDE SCALE A WAS ADMINISTERED TO A GROUP OF NINETEEN FIRST LINE SUPERVISORS PRIOR TO TRAINING AND ATTITUDE SCALE B WAS ADMINISTERED IMMEDIATELY FOLLOWING TRAINING TO A DIFFERENT GROUP OF FOURTEEN FIRST LINE SUPERVISORS.

1 A PRE - TEST

A supervisor is responsible for trying to see that his workers enjoy their work.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	1	5.3	5.3	5.3
DISAGREE	2.0	1	5.3	5.3	10.6
AGREE	4.0	14	73.7	73.7	84.3
STRONGLY AGREE	5.0	3	15.7	15.7	100.0
UNCERTAIN	3.0	0	0.0	MISSING	100.0
TOTAL		19	100.0	100.0	100.0

1 B POST TEST

It makes a lot of difference to the average worker how his Supervisor treats him.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	0	0.0	0.0	0.0
AGREE	4.0	7	50.0	50.0	50.0
STRONGLY AGREE	5.0	7	50.0	50.0	100.0
UNCERTAIN	3.0	0	0.0	Missing	100.0
TOTAL		14	100.0	100.0	100.0

2 A PRE-TEST

Supervisors, since they cannot alter the higher policies of the firm, can do little to improve morale in their own departments.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	7	36.8	36.8	36.8
DISAGREE	2.0	12	63.2	63.2	100.0
AGREE	4.0	0	0.0	0.0	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		19	100.0	100.0	100.0

2 B POST TEST

A good supervisor will not confess to his workers that he has made a mistake.

STRONGLY DISAGREE	1.0	2	14.3	14.3	14.3
DISAGREE	2.0	10	71.4	71.4	85.7
AGREE	4.0	2	14.3	14.3	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		14	100.0	100.0	100.0

3 A PRE - TEST

If management asks a supervisor to make a change affecting some of his workers, it is a sign of weakness for him to discuss it with the workers first.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED (PERCENT)
STRONGLY DISAGREE	1.0	6	31.6	33.3	33.3
DISAGREE	2.0	11	57.8	61.1	94.4
AGREE	4.0	1	5.3	5.6	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	1	5.3	MISSING	100.0
TOTAL		19	100.0	100.0	100.0

3 B POST TEST

Most young workers of today have had too soft an upbringing.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	6	42.9	54.5	54.5
AGREE	4.0	4	28.6	36.3	90.8
STRONGLY AGREE	5.0	1	7.1	9.2	100.0
UNCERTAIN	3.0	3	21.4	MISSING	100.0
TOTAL		14	100.0	100.0	100.0

4 A PRE-TEST

A good way of handling a dissatisfied worker is to report him to the management and let them deal with him.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	7	38.8	43.5	43.5
DISAGREE	2.0	8	44.4	50.0	93.5
AGREE	4.0	0	0.0	0.0	93.5
STRONGLY AGREE	5.0	1	5.5	6.5	100.0
UNCERTAIN	3.0	<u>2</u>	<u>11.1</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		18	100.0	100.0	100.0

4 B POST TEST

Sarcasm may be a very good way of dealing with young workers who disobey rules.

STRONGLY DISAGREE	1.0	5	35.7	41.6	41.6
DISAGREE	2.0	6	42.9	50.0	91.6
AGREE	4.0	0	0.0	0.0	91.6
STRONGLY AGREE	5.0	1	7.1	8.4	100.0
UNCERTAIN	3.0	<u>2</u>	<u>14.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		14	100.0	100.0	100.0

5 A PRE-TEST

A reprimand is more effective when given in front of others.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	11	64.7	64.7	64.7
DISAGREE	2.0	4	23.5	23.5	88.2
AGREE	4.0	2	11.8	11.8	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	0	0.0	MISSING	100.0
TOTAL		17	100.0	100.0	100.0

5 B POST TEST

The best supervisor is often the most unpopular.

STRONGLY DISAGREE	1.0	1	7.1	7.7	7.7
DISAGREE	2.0	8	57.2	61.5	69.2
AGREE	4.0	4	28.6	30.8	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	1	7.1	MISSING	100.0
TOTAL		14	100.0	100.0	100.0

6 A PRE-TEST

There are times when a supervisor should not give all his workers the same treatment.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	1	5.3	5.9	5.9
DISAGREE	2.0	3	15.8	17.6	23.5
AGREE	4.0	11	57.9	64.7	88.2
STRONGLY AGREE	5.0	2	10.5	11.8	100.0
UNCERTAIN	3.0	<u>2</u>	<u>10.5</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		19	100.0	100.0	100.0

6 B POST TEST

A supervisor should be able to handle his workers in such a way that he need not have the power of dismissing them.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	2	15.4	15.4	15.4
AGREE	4.0	10	76.9	76.9	92.3
STRONGLY AGREE	5.0	1	7.7	7.7	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		13	100.0	100.0	100.0

7 A PRE-TEST

The supervisor should try not to spend much time dealing with his workers personal problems.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	2	10.5	11.8	11.8
DISAGREE	2.0	8	42.2	47.0	58.8
AGREE	4.0	7	36.8	41.2	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>2</u>	<u>10.5</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		19	100.0	100.0	100.0

7 B POST TEST

Most workers are secretly quite pleased when the supervisor slips away.

STRONGLY DISAGREE	1.0	1	7.2	9.2	9.2
DISAGREE	2.0	2	14.2	18.2	27.4
AGREE	4.0	8	57.2	72.6	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>3</u>	<u>21.4</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		14	100.0	100.0	100.0

It does not matter much what the workers are thinking, provided they are getting out production fairly well.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	5	29.4	33.3	33.3
DISAGREE	2.0	10	58.8	66.7	100.0
AGREE	4.0	0	0.0	0.0	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>2</u>	<u>11.8</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		17	100.0	100.0	100.0

8 B POST TEST

The supervisor should take the view that management is always right.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	11	91.7	91.7	91.7
AGREE	4.0	<u>1</u>	<u>8.3</u>	<u>8.3</u>	<u>100.0</u>
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		12	100.0	100.0	100.0

The good supervisor is not afraid of making mistakes.

VALUE	LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
	STRONGLY DISAGREE	1.0	1	5.3	5.5	5.5
	DISAGREE	2.0	2	10.5	11.1	16.6
	AGREE	4.0	13	68.4	72.3	88.9
	STRONGLY AGREE	5.0	2	10.5	11.1	100.0
	UNCERTAIN	3.0	<u>1</u>	<u>5.3</u>	<u>MISSING</u>	<u>100.0</u>
	TOTAL		19	100.0	100.0	100.0

9 B POST TEST

There is no harm in a supervisor having one of his workers as a close friend.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	6	50.0	75.0	75.0
AGREE	4.0	2	16.7	25.0	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>4</u>	<u>33.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		12	100.0	100.0	100.0

10 A PRE-TEST

The more the supervisor takes the shop steward into his confidence, the better.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	3	15.7	21.4	21.4
DISAGREE	2.0	5	26.3	35.7	57.1
AGREE	4.0	5	26.3	35.7	92.8
STRONGLY AGREE	5.0	1	5.4	7.2	100.0
UNCERTAIN	3.0	<u>5</u>	<u>26.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		19	100.0	100.0	100.0

10 B POST TEST

The supervisor should always try to make clear to his workers what the management intends.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	1	7.1	7.1	7.1
AGREE	4.0	11	78.6	78.6	85.7
STRONGLY AGREE	5.0	2	14.3	14.3	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		14	100.0	100.0	100.0

11 A PRE-TEST

A good way of dealing with slackers is to transfer them to jobs they do not like.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	5	26.3	27.8	27.8
DISAGREE	2.0	13	68.4	72.2	100.0
AGREE	4.0	0	0.0	0.0	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>1</u>	<u>5.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		19	100.0	100.0	100.0

11 B POST TEST

A good supervisor will not allow the C.S.A. representative to participate in any way in the running of the group.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	8	57.1	66.6	66.6
AGREE	4.0	4	28.6	33.4	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>2</u>	<u>14.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		14	100.0	100.0	100.0

12 A PRE-TEST

If a supervisor loses the power to award increases in pay, he loses the only incentive at his disposal.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	1	5.5	6.3	6.3
DISAGREE	2.0	14	77.8	87.4	93.7
AGREE	4.0	1	5.5	6.3	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>2</u>	<u>11.2</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		18	100.0	100.0	100.0

12 B POST TEST

A supervisor should never make an exception.

STRONGLY DISAGREE	1.0	3	2.4	23.1	23.1
DISAGREE	2.0	9	64.4	69.2	92.3
AGREE	4.0	1	7.1	7.7	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>1</u>	<u>7.1</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		14	100.0	100.0	100.0

13 A PRE - TEST

If an offence has been committed and the Supervisor cannot find out who has done it, it would be wrong to punish the whole department.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	1	5.6	5.9	5.9
AGREE	4.0	9	50.0	53.0	58.9
STRONGLY AGREE	5.0	7	38.8	41.1	100.0
UNCERTAIN	3.0	1	5.6	MISSING	100.0
TOTAL		18	100.0	100.0	100.0

13 B POST TEST

If a worker comes to the Supervisor angry about something, the Supervisor should listen sympathetically to all his troubles, even if he thinks they are stupid.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	1	7.1	7.7	7.7
AGREE	4.0	10	71.5	76.9	84.6
STRONGLY AGREE	5.0	2	14.3	15.4	100.0
UNCERTAIN	3.0	1	7.1	MISSING	100.0
TOTAL		14	100.0	100.0	100.0

14 A PRE - TEST

Most workers only come to work to get what they can out of it.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	2	11.1	12.5	12.5
DISAGREE	2.0	13	72.2	81.2	93.7
AGREE	4.0	1	5.6	6.3	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>2</u>	<u>11.1</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		18	100.0	100.0	100.0

14 B POST TEST

Since reducing costs is primarily the concern of management, the supervisor need not discuss this sort of thing with workers:

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	12	85.8	92.3	92.3
AGREE	4.0	1	7.1	7.7	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>1</u>	<u>7.1</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		14	100.0	100.0	100.0

15 A PRE - TEST

If one worker complains about another, the supervisor should refuse to listen.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	2	10.5	10.5	10.5
DISAGREE	2.0	13	68.4	68.4	78.9
AGREE	4.0	4	21.1	21.1	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	0	0.0	MISSING	100.0
TOTAL		19	100.0	100.0	100.0

15B POST TEST

One will never really get good discipline again until there is a que outside the gate.

STRONGLY DISAGREE	1.0	1	9.2	12.5	12.5
DISAGREE	2.0	6	54.5	75.0	87.5
AGREE	4.0	1	9.2	12.5	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	3	27.1	MISSING	100.0
TOTAL		11	100.0	100.0	100.0

16 A PRE - TEST

The supervisor should not try to give orders so much as try to explain the reason why this or that action has to be taken.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	3	16.7	17.6	17.6
AGREE	4.0	8	44.4	47.0	64.6
STRONGLY AGREE	5.0	6	33.4	35.4	100.0
UNCERTAIN	3.0	<u>1</u>	<u>5.5</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		18	100.0	100.0	100.0

16 B POST TEST

If one of his workers frequently comes in late, the first thing the supervisor should do is to find out why.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	0	0.0	0.0	0.0
AGREE	4.0	11	78.6	78.6	78.6
STRONGLY AGREE	5.0	3	21.4	21.4	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		14	100.0	100.0	100.0

ATTITUDE QUESTIONNAIRE

A PRELIMINARY COMPARATIVE VALIDATION ANALYSIS

OF SCALE B PRE-TEST WITH SCALE A POST TEST

ATTITUDE SCALE B WAS ADMINISTERED TO A GROUP OF SIXTEEN FIRST-LINE SUPERVISORS PRIOR TO TRAINING AND ATTITUDE SCALE A WAS ADMINISTERED IMMEDIATELY FOLLOWING TRAINING TO A DIFFERENT GROUP OF FIFTEEN FIRST-LINE SUPERVISORS.

1 B PRE-TEST

It makes a lot of difference to the average worker how his Supervisor treats him.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	0	0.0	0.0	0.0
AGREE	4.0	2	12.5	12.5	12.5
STRONGLY AGREE	5.0	14	87.5	87.5	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		16	100.0	100.0	100.0

1 A POST TEST

A Supervisor is responsible for trying to see that his workers enjoy their work.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	0	0.0	0.0	0.0
AGREE	4.0	10	66.7	66.7	66.7
STRONGLY AGREE	5.0	5	33.3	33.3	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

2 B PRE-TEST

A "good" Supervisor will not confess to his workers that he made a mistake.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	1	6.3	6.3	6.3
DISAGREE	2.0	13	81.2	81.2	87.5
AGREE	4.0	2	12.5	12.5	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	<u>3.0</u>	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		16	100.0	100.0	100.0

2 A POST TEST

Supervisors, since they cannot alter the higher policies of the firm, can do little to improve morale in their own departments.

STRONGLY DISAGREE	1.0	3	20.0	20.0	2.0
DISAGREE	2.0	12	80.0	80.0	100.0
AGREE	4.0	0	0.0	0.0	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	<u>3.0</u>	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

3 B PRE-TEST

Most young workers of today have had too soft an upbringing.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	1	6.6	7.7	7.7
DISAGREE	2.0	7	46.6	53.9	61.6
AGREE	4.0	5	33.4	38.4	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>2</u>	<u>13.4</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

3 A POST TEST

If Management asks a Supervisor to make a change affecting some of his workers, it is a sign of weakness for him to discuss it with the workers first.

STRONGLY DISAGREE	1.0	4	26.7	28.6	28.6
DISAGREE	2.0	7	46.6	50.0	78.6
AGREE	4.0	3	20.0	21.4	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN		<u>1</u>	<u>6.7</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

4 B PRE-TEST

Sarcasm may be a very good way of dealing with young workers who disobey rules.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	7	43.7	46.6	46.6
DISAGREE	2.0	8	50.0	53.4	100.0
AGREE	4.0	0	0.0	0.0	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>1</u>	<u>6.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		16	100.0	100.0	100.0

4 A POST TEST

A "good" way of handling a dissatisfied worker is to report him to the Management and let them deal with him.

STRONGLY DISAGREE	1.0	6	40.0	40.0	40.0
DISAGREE	2.0	9	60.0	60.0	100.0
AGREE	4.0	0	0.0	0.0	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

5 B PRE-TEST

The "best" Supervisor is often the most unpopular.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	4	25.0	28.6	28.6
DISAGREE	2.0	9	56.3	64.3	92.9
AGREE	4.0	1	6.3	7.1	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>2</u>	<u>12.4</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		16	100.0	100.0	100.0

5 A POST TEST

A reprimand is more effective when given in front of others.

STRONGLY DISAGREE	1.0	11	73.4	73.4	73.4
DISAGREE	2.0	4	26.6	26.6	100.0
AGREE	4.0	0	0.0	0.0	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

6 B PRE-TEST

A Supervisor should be able to handle his workers in such a way that he need not have the power of dismissing them.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	5	33.3	33.3	33.3
AGREE	4.0	8	53.3	53.3	86.6
STRONGLY AGREE	5.0	2	13.4	13.4	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

6 A POST TEST

There are times when a Supervisor should not give all his workers the same treatment.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	2	13.4	13.4	13.4
AGREE	4.0	12	80.0	80.0	93.4
STRONGLY AGREE	5.0	1	6.6	6.6	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

7 B PRE-TEST

Most workers are secretly quite pleased when the Supervisor slips away.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	10	62.5	62.5	62.5
AGREE	4.0	6	37.5	37.5	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		16	100.0	100.0	100.0

7 A POST TEST

The Supervisor should try not to spend much time dealing with his workers' personal problems.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	11	78.6	84.6	84.6
AGREE	4.0	2	14.2	15.4	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>1</u>	<u>7.2</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		14	100.0	100.0	100.0

8 B PRE- TEST

The Supervisor should take the view that Management is always right.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	1	6.3	6.3	6.3
DISAGREE	2.0	12	75.0	75.0	81.3
AGREE	4.0	3	18.7	18.7	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	0	0.0	MISSING	100.0
TOTAL		16	100.0	100.0	100.0

8 A POST TEST

It does not matter much what the workers are thinking, provided they are getting out production fairly well.

STRONGLY DISAGREE	1.0	2	13.3	13.3	13.3
DISAGREE	2.0	12	80.0	80.0	93.3
AGREE	4.0	0	0.0	0.0	93.3
STRONGLY AGREE	5.0	1	6.7	6.7	100.0
UNCERTAIN	3.0	0	0.0	MISSING	100.0
TOTAL		15	100.0	100.0	100.0

9 B PRE-TEST

There is no harm in a Supervisor HAVING one of his workers as a close friend.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	1	6.6	8.3	8.3
DISAGREE	2.0	7	46.7	58.4	66.7
AGREE	4.0	4	26.7	33.3	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>3</u>	<u>20.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

9 A POST TEST

The "good" Supervisor is not afraid of making mistakes.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	2	13.4	14.2	14.2
AGREE	4.0	11	73.4	78.6	92.8
STRONGLY AGREE	5.0	1	6.6	7.2	100.0
UNCERTAIN	3.0	<u>1</u>	<u>6.6</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

10 B PRE-TEST

The Supervisor should always try to make clear to his workers what the Management intends.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	2	11.8	11.8	11.8
AGREE	4.0	8	47.0	47.0	58.8
STRONGLY AGREE	5.0	7	41.2	41.2	100.0
UNCERTAIN	3.0	0	0.0	MISSING	100.0
TOTAL		17	100.0	100.0	100.0

10 A POST TEST

The more the Supervisor takes the Shop Steward into his confidence, the better.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	7	43.8	63.6	63.6
AGREE	4.0	3	18.8	27.2	90.8
STRONGLY AGREE	5.0	1	6.3	9.2	100.0
UNCERTAIN	3.0	5	31.1	MISSING	100.0
TOTAL		16	100.0	100.0	100.0

11 B PRE-TEST

A good Supervisor will not allow the GSA Representative to participate in any way in the running of the group.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	1	6.3	7.1	7.1
DISAGREE	2.0	9	56.3	64.3	71.4
AGREE	4.0	4	25.0	28.6	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>2</u>	<u>12.4</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		16	100.0	100.0	100.0

11 A POST TEST

A good way of dealing with slackers is to transfer them to jobs they do not like.

STRONGLY DISAGREE	1.0	5	33.4	33.4	33.4
DISAGREE	2.0	8	53.4	53.4	86.8
AGREE	4.0	1	6.6	6.6	93.4
STRONGLY AGREE	5.0	1	6.6	6.6	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

12B PRE-TEST

A Supervisor should never make an exception.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	3	20.0	20.0	20.0
DISAGREE	2.0	11	73.3	73.3	93.3
AGREE	4.0	1	6.7	6.7	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	0	0.0	MISSING	100.0
TOTAL		15	100.0	100.0	100.0

12 A POST TEST

If a Supervisor loses the power to award increases in pay, he loses the only incentive at his disposal.

STRONGLY DISAGREE	1.0	4	26.6	26.6	26.6
DISAGREE	2.0	10	66.7	66.7	93.3
AGREE	4.0	0	0.0	0.0	93.3
STRONGLY AGREE	5.0	1	6.7	6.7	100.0
UNCERTAIN	3.0	0	0.0	MISSING	100.0
TOTAL		15	100.0	100.0	100.0

13 B PRE-TEST

If a worker comes to the Supervisor angry about something the Supervisor should listen sympathetically to all his troubles, even if he thinks they are stupid.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	1	6.3	6.3	6.3
AGREE	4.0	10	62.5	62.5	68.8
STRONGLY AGREE	5.0	5	31.2	31.2	100.0
UNCERTAIN	3.0	0	0.0	MISSING	100.0
TOTAL		16	100.0	100.0	100.0

13 A POST TEST

If an offence has been committed and the Supervisor cannot find out who has done it, it would be wrong to punish the whole department.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	0	0.0	0.0	0.0
AGREE	4.0	7	46.6	53.8	53.8
STRONGLY AGREE	5.0	6	40.0	46.2	100.0
UNCERTAIN	3.0	2	13.4	MISSING	100.0
TOTAL		15	100.0	100.0	100.0

14 B PRE-TEST

Since reducing costs is primarily the concern of Management, the Supervisor need not discuss this sort of thing with workers.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	2	12.5	13.3	13.3
DISAGREE	2.0	11	68.8	73.3	86.6
AGREE	4.0	2	12.5	13.4	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>1</u>	<u>6.2</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		16	100.0	100.0	100.0

14 A POST TEST

Most workers only come to work to get what they can out of it.

STRONGLY DISAGREE	1.0	2	13.3	13.3	13.3
DISAGREE	2.0	6	40.0	40.0	53.3
AGREE	4.0	7	46.7	46.7	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

15 B PRE-TEST

One will never really get good discipline again until there is a queue outside the gate.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	7	43.7	46.6	46.6
DISAGREE	2.0	7	43.7	46.6	93.2
AGREE	4.0	1	6.3	6.8	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>1</u>	<u>6.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		16	100.0	100.0	100.0

15 A POST TEST

If one worker complains about another, the Supervisor should refuse to listen.

STRONGLY DISAGREE	1.0	3	20.0	21.4	21.4
DISAGREE	2.0	10	66.8	71.5	92.9
AGREE	4.0	1	6.6	7.1	100.0
STRONGLY AGREE	5.0	0	0.0	0.0	100.0
UNCERTAIN	3.0	<u>1</u>	<u>6.6</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

16 B PRE-TEST

If one his workers frequently comes in late, the first thing the Supervisor should do is to find out why.

VALUE LABEL	SCORE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJUSTED FREQUENCY (PERCENT)
STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	1	6.3	6.3	6.3
AGREE	4.0	10	62.5	62.5	68.8
STRONGLY AGREE	5.0	5	31.2	31.2	100.0
UNCERTAIN	3.0	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		16	100.0	100.0	100.0

16 A POST TEST

The Supervisor should not give orders so much as try to explain the reason why this or that action has to be taken.

STRONGLY DISAGREE	1.0	0	0.0	0.0	0.0
DISAGREE	2.0	6	40.0	42.9	42.9
AGREE	4.0	7	46.8	50.0	92.9
STRONGLY AGREE	5.0	1	6.6	7.1	100.0
UNCERTAIN	3.0	<u>1</u>	<u>6.6</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL		15	100.0	100.0	100.0

SITUATIONAL SURVEY
(Discipline Questionnaire)

A Preliminary Validation Analysis
Pre and Post

The Discipline Questionnaire was administered to a group of twenty-five supervisors prior to training and twenty-five different supervisors immediately following training. The responses were combined and scored to determine a spread of values, i.e. (The frequency distribution from very low consideration to very high consideration was analyzed for clustering of responses). Since the distribution from "very low" to "very high" was normal, the items were retained as part of the Supervisory Situational Survey.

TABLE S-1

SUPERVISORS RESPONSES ON ITEM 1: WHICH STATES:

THE GOVERNMENT INTRODUCES A NEW REGULATION; AFTER 2-3 MONTHS YOU FIND THAT MOST OF YOUR STAFF ARE DISREGARDING IT.
WHAT DO YOU DO?

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Not Determined	0.0	5	10.0	10.4	10.4
Very Low Consideration	1.0	9	18.0	18.7	29.1
Low Consideration	2.0	9	18.0	18.7	47.8
High Consideration	4.0	14	28.0	29.2	77.0
Very High Consideration	5.0	11	22.0	23.0	100.0
Neutral Consideration	3.0	2	4.0	Missing	100.0
TOTAL		50	100.0	100.0	100.0

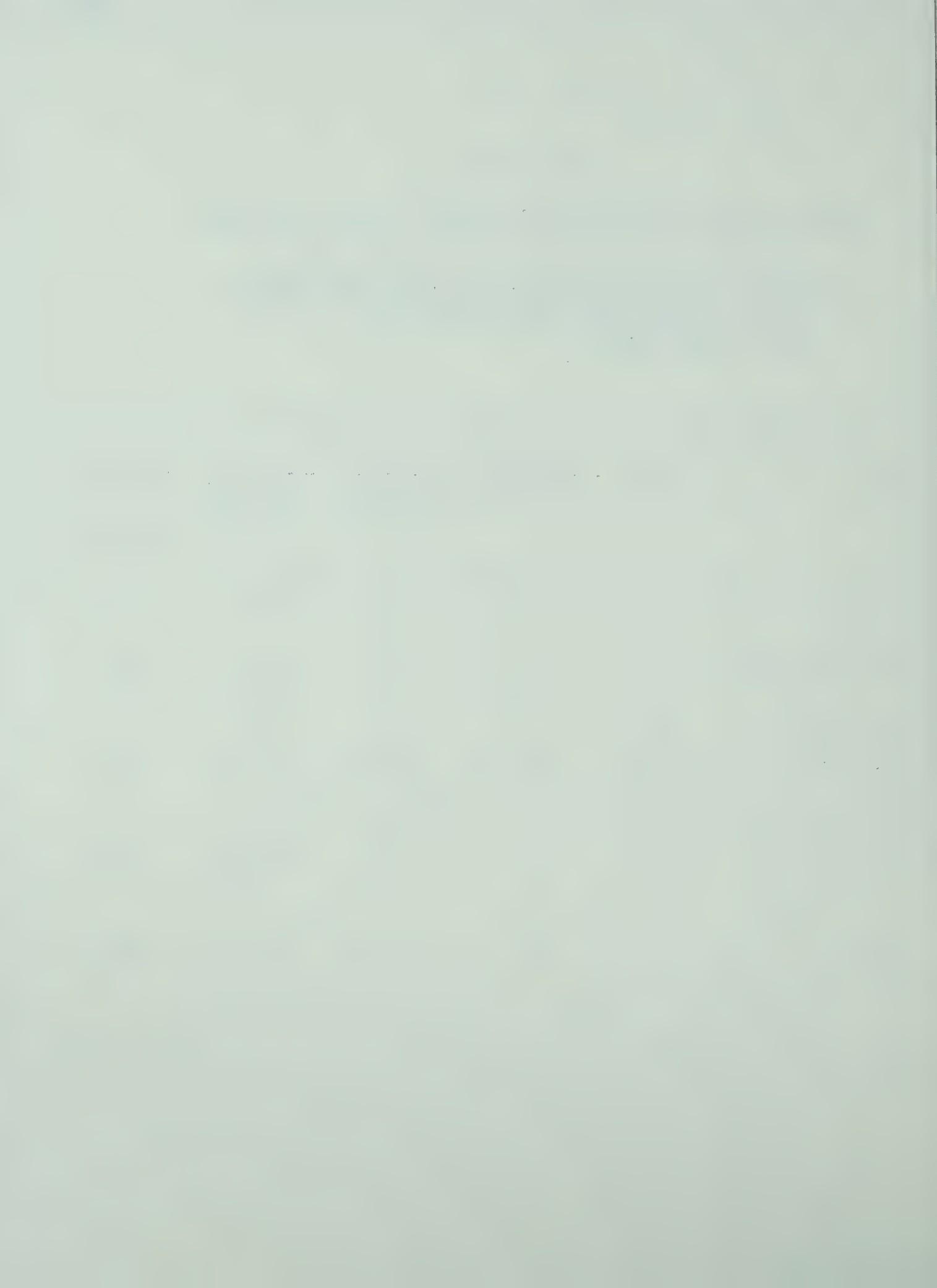


TABLE S-2

SUPERVISORS' RESPONSES ON ITEM 2: WHICH STATES:

YOUR BOSS GIVES YOU A BAWLING OUT IN FRONT
OF SOME OF YOUR STAFF. WHAT DO YOU DO?

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Not Determined	0.0	0	0.0	0.0	0.0
Very Low Consideration	1.0	3	6.0	6.0	6.0
Low Consideration	2.0	18	36.0	36.0	42.0
High Consideration	4.0	23	46.0	46.0	88.0
Very High Consideration	5.0	6	12.0	12.0	100.0
Neutral Consideration	3.0	0	0.0	0.0	100.0
TOTAL		50	100.0	100.0	100.0

TABLE S-3

SUPERVISORS' RESPONSES ON ITEM 3: WHICH STATES:

TWO OF YOUR STAFF HAVE HAD AN ARGUMENT
DURING LUNCH TIME. YOU NEED BOTH OF THEM
TO WORK TOGETHER TO GET AN IMPORTANT
PIECE OF WORK OUT THIS AFTERNOON.
WHAT DO YOU DO?

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Not Determined	0.0	1	2.0	2.0	2.0
Very Low Consideration	1.0	12	24.0	24.0	26.0
Low Consideration	2.0	15	30.0	30.0	56.0
High Consideration	4.0	17	34.0	34.0	90.0
Very High Consideration	5.0	5	10.0	10.0	100.0
Neutral Consideration	3.0	0	0.0	0.0	100.0
<hr/>					
TOTAL		50	100.0	100.0	100.0

TABLE S-4

SUPERVISORS' RESPONSES ON ITEM 4: WHICH STATES:

ONE OF YOUR LONG-SERVICE EMPLOYEES
WHO IS A GOOD WORKER APPEARS TO BE
WASTING TIME. WHAT DO YOU DO?

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Not Determined	0.0	5	10.0	11.1	11.1
Very Low Consideration	1.0	3	6.0	6.7	17.8
Low Consideration	2.0	7	14.0	15.6	33.4
High Consideration	4.0	15	30.0	33.3	66.7
Very High Consideration	5.0	15	30.0	33.3	100.0
Neutral Consideration	3.0	5	10.0	Missing	100.0
TOTAL		50	100.0	100.0	100.0

TABLE S-5

SUPERVISORS' RESPONSES ON ITEM 5: WHICH STATES

ONE OF YOUR EMPLOYEES INSISTS IN DOING A JOB IN HIS OWN WAY, EVEN THOUGH YOU HAVE TOLD HER THE PREFERRED WAY.
WHAT WOULD YOU DO?

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Not Determined	0.0	3	6.0	6.0	6.0
Very Low Consideration	1.0	5	10.0	10.0	16.0
Low Consideration	2.0	13	26.0	26.0	42.0
High Consideration	4.0	14	28.0	28.0	70.0
Very High Consideration	5.0	15	30.0	30.0	100.0
Neutral Consideration	3.0	0	0.0	0.0	100.0
TOTAL		50	100.0	100.0	100.0

TABLE S-6

SUPERVISORS' RESPONSES ON ITEM 6: WHICH STATES:

ONE OF YOUR MOST CONSCIENTIOUS EMPLOYEES
RETURNS FROM LUNCH AN HOUR LATE.
WHAT DO YOU DO?

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Not Determined	0.0	2	4.0	4.2	4.2
Very Low Consideration	1.0	3	6.0	6.3	10.5
Low Consideration	2.0	13	26.0	27.0	37.5
High Consideration	4.0	23	46.0	48.0	85.5
Very High Consideration	5.0	7	14.0	14.5	100.0
Neutral Consideration	3.0	<u>2</u>	<u>4.0</u>	<u>Missing</u>	<u>100.0</u>
TOTAL		50	100.0	100.0	100.0

TABLE S-7

SUPERVISORS' RESPONSES ON ITEM 7: WHICH STATES:

YOUR STENO ASKS FOR THE AFTERNOON OFF
BECAUSE HER MOTHER HAS JUST GONE INTO
HOSPITAL. YOU TELL HER YOU CAN'T AFFORD
TO LET HER OFF, BUT SHE IS ABSENT ANYWAY.
WHAT DO YOU DO?

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Not Determined	0.0	7	14.0	14.6	14.6
Very Low Consideration	1.0	5	10.0	10.4	25.0
Low Consideration	2.0	14	28.0	29.2	54.2
High Consideration	4.0	11	22.0	22.9	77.1
Very High Consideration	5.0	11	22.0	22.9	100.0
Neutral Consideration	3.0	2	4.0	Missing	100.0
TOTAL		50	100.0	100.0	100.0

TABLE S-8

SUPERVISORS' RESPONSES ON ITEM 8: WHICH STATES:

ONE OF YOUR STAFF HAS A SUSPICIOUS PATTERN
OF ONE DAY CASUAL SICK LEAVE ABSENCES BE-
FORE OR AFTER LONG WEEKENDS.
WHAT DO YOU DO?

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Not Determined	0.0	3	6.0	6.5	6.5
Very Low Consideration	1.0	6	12.0	13.0	19.5
Low Consideration	2.0	14	28.0	30.5	50.0
High Consideration	4.0	19	38.0	41.3	91.3
Very High Consideration	5.0	4	8.0	8.7	100.0
Neutral Consideration	3.0	4	8.0	Missing	100.0
TOTAL		50	100.0	100.0	100.0

LEADERSHIP OPINION QUESTIONNAIRE

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
<hr/>					
1. Are you aware of lateness and absenteeism?					
Low C.	1.0	19	70.4	95.0	95.0
High C.	3.0	1	3.7	5.0	100.0
Neutral C.	2.0	<u>7</u>	<u>25.9</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
* 2. Are you always willing to explain the reasons for your decisions?					
Low C.	1.0	1	3.7	4.4	4.4
High C.	3.0	22	81.5	95.6	100.0
Neutral C.	2.0	<u>4</u>	<u>14.8</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
* 3. Are you annoyed if subordinates consult you about their plans?					
Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	26	96.3	100.0	100.0
Neutral C.	2.0	<u>1</u>	<u>3.7</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
4. Can subordinates get along without direction from you?					
Low C.	1.0	2	7.4	33.3	33.3
High C.	3.0	4	14.8	66.7	100.0
Neutral C.	2.0	<u>21</u>	<u>77.8</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

5. Do employees work best when you drive for results?

Low C.	1.0	7	25.8	41.1	41.1
High C.	3.0	10	37.1	58.9	100.0
Neutral C.	2.0	<u>10</u>	<u>37.1</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

6. Does disagreement between subordinates upset you?

Low C.	1.0	10	32.3	52.6	52.6
High C.	3.0	9	29.0	47.4	100.0
Neutral C.	2.0	<u>12</u>	<u>38.7</u>	<u>Missing</u>	<u>100.0</u>
Total		31	100.0	100.0	100.0

7. Does discipline mean punishing rulebreakers?

Low C.	1.0	4	15.4	25.0	25.0
High C.	3.0	12	46.2	75.0	100.0
Neutral C.	2.0	<u>10</u>	<u>38.4</u>	<u>Missing</u>	<u>100.0</u>
Total		26	100.0	100.0	100.0

* 8. Does involving yourself in employee problems mean your prying?

Low C.	1.0	1	3.7	4.2	4.2
High C.	3.0	23	85.2	95.8	100.0
Neutral C.	2.0	<u>3</u>	<u>11.1</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
<hr/>					
9. Does objective data provide better control than personal supervision?					
Low C.	1.0	2	7.4	16.7	16.7
High C.	3.0	10	37.1	83.3	100.0
Neutral C.	2.0	<u>15</u>	<u>55.5</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
10. Does sounding off now and then keep people on their toes?					
Low C.	1.0	5	18.5	33.3	33.3
High C.	3.0	10	37.1	66.7	100.0
Neutral C.	2.0	<u>12</u>	<u>44.4</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
* 11. Do you allow your subordinates to participate in decision making, but reserve the right to make the final decision?					
Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	24	88.9	100.0	100.0
Neutral C.	2.0	<u>3</u>	<u>11.1</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
* 12. Do you ask people their names before introducing yourself?					
Low C.	1.0	2	7.4	9.1	9.1
High C.	3.0	20	74.1	90.9	100.0
Neutral C.	2.0	<u>5</u>	<u>18.5</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

13. Do you ask subordinates for advice about action to take?

Low C.	1.0	5	18.5	38.5	38.5
High C.	3.0	8	29.6	61.5	100.0
Neutral C.	2.0	<u>14</u>	<u>51.9</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

14. Do you attempt to defend your staff against criticism?

Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	17	65.4	100.0	100.0
Neutral C.	2.0	<u>9</u>	<u>34.6</u>	<u>Missing</u>	<u>100.0</u>
Total		26	100.0	100.0	100.0

* 15. Do you avoid asking questions in case employees resent it?

Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	0	0.0	0.0	0.0
Neutral C.	2.0	<u>26</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
Total		26	100.0	100.0	100.0

* 16. Do you avoid helping employees in personal affairs?

Low C.	1.0	3	11.1	13.6	13.6
High C.	3.0	19	70.4	86.4	100.0
Neutral C.	2.0	<u>5</u>	<u>18.5</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
<hr/>					
17. Do you believe in promotion only in accordance with ability?					
Low C.	1.0	13	48.1	56.5	56.5
High C.	3.0	10	37.1	43.5	100.0
Neutral C.	2.0	<u>4</u>	<u>14.8</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
18. Do you believe that one of the uses of discipline is to set an example for other workers?					
Low C.	1.0	13	48.2	65.0	65.0
High C.	3.0	7	25.9	35.0	100.0
Neutral C.	2.0	<u>7</u>	<u>25.9</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
19. Do you believe that training through on-the-job experience is more useful than theoretical education?					
Low C.	1.0	9	33.3	81.8	81.8
High C.	3.0	<u>2</u>	<u>7.4</u>	<u>18.2</u>	<u>100.0</u>
Neutral C.	2.0	<u>16</u>	<u>59.3</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
20. Do you believe tha unions may try to undermine the authority of management?					
Low C.	1.0	10	38.5	58.8	58.8
High C.	3.0	7	26.9	41.2	100.0
Neutral C.	2.0	<u>9</u>	<u>34.6</u>	<u>Missing</u>	<u>100.0</u>
Total		26	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
<hr/>					
21. Do you disapprove of unnecessary talking among your subordinates while they are working?					
Low C.	1.0	8	29.6	61.5	61.5
High C.	3.0	5	18.5	38.5	100.0
Neutral C.	2.0	<u>14</u>	<u>51.9</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
22. Do you enjoy giving people background information?					
Low C.	1.0	2	7.4	9.5	9.5
High C.	3.0	19	70.4	90.5	100.0
Neutral C.	2.0	<u>6</u>	<u>22.2</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
23. Do you enjoy having authority and being in command?					
Low C.	1.0	19	73.1	86.4	86.4
High C.	3.0	3	11.5	13.6	100.0
Neutral C.	2.0	<u>4</u>	<u>15.4</u>	<u>Missing</u>	<u>100.0</u>
Total		26	100.0	100.0	100.0
<hr/>					
24. Do you favour setting up committees to analyze problems?					
Low C.	1.0	8	29.6	47.1	47.1
High C.	3.0	9	33.3	52.9	100.0
Neutral C.	2.0	<u>10</u>	<u>37.1</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

* 25. Do you feel it is not always necessary for subordinates to understand why they do something, as long as they do it?

Low C.	1.0	2	7.4	9.5	9.5
High C.	3.0	19	70.4	90.5	100.0
Neutral C.	2.0	<u>6</u>	<u>22.2</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

* 26. Do you feel that all workers on the same job should receive the same pay?

Low C.	1.0	5	18.5	20.0	20.0
High C.	3.0	20	74.2	80.0	100.0
Neutral C.	2.0	<u>2</u>	<u>7.3</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

27. Do you feel that the C.S.A. and management are working towards similar goals?

Low C.	1.0	5	18.5	50.0	50.0
High C.	3.0	5	18.5	50.0	100.0
Neutral C.	2.0	<u>17</u>	<u>63.0</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

28. Do you feel that the goals of the C.S.A. and the Government are in opposition but try not to make your view obvious?

Low C.	1.0	4	14.8	23.5	23.5
High C.	3.0	13	48.1	76.5	100.0
Neutral C.	2.0	10	37.1	<u>Missing</u>	<u>100.0</u>

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

29. Do you feel that time clocks reduce tardiness?

Low C.	1.0	3	11.1	16.7	16.7
High C.	3.0	15	55.5	83.3	100.0
Neutral C.	2.0	<u>9</u>	<u>33.4</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

* 30. Do you give high priority to employee training and counselling?

Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	23	85.2	100.0	100.0
Neutral C.	2.0	<u>4</u>	<u>14.8</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

31. Do you keep a very close watch on workers who get behind or do unsatisfactory work?

Low C.	1.0	22	81.5	100.0	100.0
High C.	3.0	0	0.0	0.0	100.0
Neutral C.	2.0	<u>5</u>	<u>18.5</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

32. Do you make decisions independently, but consider reasonable suggestions from your subordinates to improve them if you ask for them?

Low C.	1.0	3	11.2	15.0	15.0
High C.	3.0	17	62.9	85.0	100.0
Neutral C.	2.0	<u>7</u>	<u>25.9</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

* 33. Do you make your subordinates work hard, but try to make sure that they usually get a fair deal from higher management?

Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	23	85.2	100.0	100.0
Neutral C.	2.0	<u>4</u>	<u>14.8</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

* 34. Do you overlook violations of rules if you are sure that no one else knows of the violations?

Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	0	0.0	0.0	0.0
Neutral C.	2.0	<u>25</u>	<u>100.0</u>	<u>Missing</u>	<u>100.0</u>
Total		25	100.0	0.0	0.0

* 35. Do you prefer paperwork to handling personnel problems?

Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	23	85.2	100.0	100.0
Neutral C.	2.0	<u>4</u>	<u>14.8</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

36. Do you reach your decisions independently and then try to "sell" them to your subordinates?

Low C.	1.0	10	37.1	83.3	83.3
High C.	3.0	2	7.4	16.7	100.0
Neutral C.	2.0	<u>15</u>	<u>55.5</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	---------------------------------	---------------------------------	--

37. Do you seek group decisions rather than decide yourself?

Low C.	1.0	7	25.9	46.6	46.6
High C.	3.0	8	29.6	53.4	100.0
Neutral C.	2.0	<u>12</u>	<u>44.5</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

38. Do you sometimes think that your own feelings and attitudes are as important as the job?

Low C.	1.0	10	37.1	45.4	45.4
High C.	3.0	12	44.4	54.6	100.0
Neutral C.	2.0	<u>5</u>	<u>18.5</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

39. Do you try to make friends of people working for you?

Low C.	1.0	8	29.6	40.0	40.0
High C.	3.0	12	44.4	60.0	100.0
Neutral C.	2.0	<u>7</u>	<u>26.0</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

* 40. Do you try to put your workers at ease when talking to them?

Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	24	88.9	100.0	100.0
Neutral C.	2.0	<u>3</u>	<u>11.1</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
41. Do you usually reach your decisions independently and then inform your subordinates of them?					
Low C.	1.0	4	14.8	26.6	26.6
High C.	3.0	11	40.8	73.4	100.0
Neutral C.	2.0	<u>12</u>	<u>44.4</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
* 42. Do you want to hear from your staff only when things go wrong?					
Low C.	1.0	1	3.7	3.7	3.7
High C.	3.0	26	96.3	96.3	100.0
Neutral C.	2.0	<u>0</u>	<u>0.0</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
43. If an employee's work has been continually unsatisfactory, would you have him transferred rather than dismiss him?					
Low C.	1.0	18	66.7	75.0	75.0
High C.	3.0	6	22.2	25.0	100.0
Neutral C.	2.0	<u>3</u>	<u>11.1</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
44. If you are reprimanded by your superiors, do you pass it on to your subordinates?					
Low C.	1.0	4	14.8	21.1	21.1
High C.	3.0	15	55.6	78.9	100.0
Neutral C.	2.0	<u>8</u>	<u>29.6</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
<hr/>					
45. Is it desirable to keep a bit aloof from subordinates?					
Low C.	1.0	15	55.5	88.3	88.3
High C.	3.0	2	7.4	11.7	100.0
Neutral C.	2.0	<u>10</u>	<u>37.1</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
46. Is it desirable to maintain close supervision to keep output up?					
Low C.	1.0	9	33.3	50.0	50.0
High C.	3.0	9	33.3	50.0	100.0
Neutral C.	2.0	<u>9</u>	<u>33.4</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
47. Is it important to you to get credit for your own good ideas?					
Low C.	1.0	13	48.1	68.4	68.4
High C.	3.0	6	22.2	31.6	100.0
Neutral C.	2.0	<u>8</u>	<u>29.7</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
48. Should subordinates have a say in matters concerning their jobs?					
Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	20	74.2	100.0	100.0
Neutral C.	2.0	<u>7</u>	<u>25.8</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
-------------	-------	--------------------	------------------------------	------------------------------	---

49. Should your staff set targets entirely on their own?

Low C.	1.0	16	59.3	76.2	76.2
High C.	3.0	5	18.5	23.8	100.0
Neutral C.	2.0	<u>6</u>	<u>22.2</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

50. Should you be entitled to expect loyalty from subordinates?

Low C.	1.0	22	81.5	81.5	81.5
High C.	3.0	5	18.5	18.5	100.0
Neutral C.	2.0	<u>0</u>	<u>0.0</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

* 51. When an employee is unable to complete a task, do you help him to arrive at a solution?

Low C.	1.0	0	0.0	0.0	0.0
High C.	3.0	25	92.6	100.0	100.0
Neutral C.	2.0	<u>2</u>	<u>7.4</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

52. When possible do you form work teams out of people who are already good friends?

Low C.	1.0	11	40.7	55.0	55.0
High C.	3.0	9	33.3	45.0	100.0
Neutral C.	2.0	<u>7</u>	<u>26.0</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

Value Label	Score	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
<hr/>					
53.	When the boss gives an unpopular order, do you think it is fair that it should carry the boss's name, and not your own?				
Low C.	1.0	11	40.7	55.0	55.0
High C.	3.0	9	33.3	45.0	100.0
Neutral C.	2.0	<u>7</u>	<u>26.0</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
54.	When the quality of quantities of your section's work is not satisfactory, do you explain to your staff that your own boss is not satisfied, and they must improve their work?				
Low C.	1.0	11	40.7	52.4	52.4
High C.	3.0	10	37.1	47.6	100.0
Neutral C.	2.0	<u>6</u>	<u>22.2</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
55.	When you announce an unpopular decision, do you explain to your subordinates that your own boss has made the decision?				
Low C.	1.0	11	40.7	68.8	68.8
High C.	3.0	5	18.6	31.2	100.0
Neutral C.	2.0	<u>11</u>	<u>40.7</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0
<hr/>					
56.	When you give orders, do you set a time limit for them to be carried out?				
Low C.	1.0	11	40.7	91.7	91.7
High C.	3.0	1	3.7	8.3	100.0
Neutral C.	2.0	<u>15</u>	<u>55.6</u>	<u>Missing</u>	<u>100.0</u>
Total		27	100.0	100.0	100.0

B29971